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ABSTRACT

This teacher's guide contains six units designed to help teachers form and lead students in a Health Occupations Students of America (HOSA) chapter (one unit on chapter management and five instructional units). The format of the guide includes eight basic components that form a unit of instruction: performance objectives, suggested activities for the instructor, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. The unit components focus on measurable and observable learning outcomes and are designed to be used in more than one lesson or class period. The six units cover the following topics: introduction to Health Occupations Students of America; HOSA activities; parliamentary procedure; becoming a HOSA leader; giving presentations; and the HOE (Health Occupations Education)-HOSA partnership. (KC)

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LEARN GROW BECOME

HEALTH OCCUPATIONS STUDENTS OF AMERICA
HOSA
FOUNDED 1976

State Department of Vocational and Technical Education Stillwater, Oklahoma

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HOSA EDITION

HOSA: LEARN, GROW, BECOME

Developed by the
Curriculum and Instructional Materials Center
for the division of Health Occupations
Oklahoma State Department of Vocational and Technical Education
Dr. Roy Peters, Jr., Director
Oklahoma State Board of Vocational and Technical Education
Gerald E. Hoeltzel, Chairman

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Art Department

Bob Davis, Art Manager
Gary Bradley, Artist
Kim Hale, Artist
Kathryn Moore, Artist
Suzanne Morris, Artist
Robert Randall, Artist
Scott Stone, Artist
Susie Tannahil, Artist

Communication Center

Debbie Hixson, Manager
Rose Primeaux, Typist
Lisa Tomlinson, Typist

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Terrell B. Ogilvie
Technical Writer
Curriculum and
Instuctional Materials Center
Oklahoma State Department of
Vocational and Technical Education

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HOSA ADVISORS

Brenda Benda, Instructor
Allied Health Careers
Francis Tuttle Vo-Tech Center

Nikki Hibdon, Instructor
Allied Health Careers
and Practical Nursing
Kiamichi Area Vo-Tech School, Talihina

Vernice James, Instructor
Allied Health Careers
Mid-America Area Vo-Tech School

Frances Whisman, Instructor
Surgical Technology
Tulsa County Area Vo-Tech School

STUDENT MEMBERS

Pamela Lewis, National HOSA
Member-at-Large
Southern Oklahoma Area Vo-Tech School

Angie Cantrell, National HOSA
Secretary
Mid-America Area Vo-Tech School

Corey Lampkin
Allied Health Careers
Mid-America Area Vo-Tech School

NATIONAL HOSA

Ruth Killough, 1988-89 Chairman
HOSA, Inc. Board of Directors

Rosemarie Dunkelberger, 1987-88 Chairman
HOSA, Inc. Board of Directors

Dr. Jim Koeninger
Executive Director

We would also like to thank Mary M. Randall, State Supervisor, Health Occupations Education Division, and Wanda Wolf, HOSA State Advisor, for their assistance in making this publication available for all HOE-HOSA partners throughout the nation.

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FOREWORD

Health Occupations Students of America (HOSA) is a national vocational student organization for students enrolled in secondary and postsecondary health occupations education programs. HOSA activities are an integral part of the instructional program. The purposes of HOSA are twofold: to help students acquire the knowledge, skills, and behavior essential in preparing for a health career and to encourage leadership development, patriotism, and service.

Local HOSA chapter activities are conducted under the supervision of the health occupations education instructor who serves as the chapter advisor. The local chapter programs and activities help students develop their physical, mental, and social well-being. Members strengthen their leadership and citizenship abilities through interaction with business, professional, and other student organizations.

The *HOSA: Learn, Grow, Become* publication has been developed through a combined effort of the Health Occupations Education Division and the Curriculum and Instructional Materials Center at the Oklahoma State Department of Vocational and Technical Education in cooperation with the HOSA, Inc. Board of Directors. It has been designed to be used in conjunction with the National HOSA Handbook to provide information for the leadership development activities in HOE programs, thereby promoting the HOE-HOSA partnership.

The HOSA motto states, "The Hands of HOSA Mold the Health of Tomorrow." It is our sincere desire that the information provided in this publication will contribute to the development of competent health care workers who will indeed become successfully employed in the health care industry.

Dr. Roy Peters, Jr., Director
Oklahoma State Department of
Vocational and Technical Education

Mary M. Randall, State Supervisor
Health Occupations Education
Oklahoma State Department of
Vocational and Technical Education

Wanda Wolf, State Advisor
Health Occupations Students of America
Oklahoma State Department of
Vocational and Technical Education

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USE OF THIS PUBLICATION

Instructional Units

HOSA: Learn, Grow, Become includes one unit on chapter management and five instructional units. A standard format was established in 1970 for development of instructional materials for all Oklahoma vocational teachers. This format includes eight basic components that form a unit of instruction: performance objectives, suggested activities for the instructor, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. Depending on specific objectives, there may or may not be transparency masters, assignment sheets, and job sheets included in the unit of instruction.

All of the unit components "zero in" on measurable and observable learning outcomes. Instructors are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the instructor will help him or her determine the following

A. Amount of material that can be covered in each class period
B. Skills that must be demonstrated
    1. Supplies and equipment needed
    2. Amount of practice needed
    3. Amount of class time needed for demonstrations
C. Supplementary materials, such as pamphlets and filmstrips, that must be ordered
D. Resource people who must be contacted

Performance Objectives (white pages)

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction; and specific objectives, stating the performance necessary to reach the unit objective.

Since the objectives of the unit provide direction for the teaching/learning process, it is important that instructors and students have a common understanding of the intent of the objectives. Following is a list of performance terms, their meanings, and behavioral synonyms that may have been used in this material.

A. Name — The individual supplies a name for objects, events, or people

   Behavioral synonyms: Label, list, letter, record, reiterate, repeat, write

B. Identify — The individual selects a named, described, or pictured object by pointing to it, touching it, picking it up, or selecting it

   Behavioral synonyms: Select, mark, match, choose, judge

C. State a rule — The individual communicates a relationship or principle that could be used to solve problems or perform a task

D. Apply a rule — The individual supplies an answer to a problem by using a stated relationship or principle

Behavioral synonyms: Solve, calculate

E. Describe — The individual relates sufficient characteristics or properties of an object or event so that a second individual will be able to state what is being discussed

Behavioral synonyms: Define, discuss, interpret, recite, tell how, tell what happens when

F. Distinguish — The individual selects an object or event from two or more that are easily confused

Behavioral synonyms: Discriminate, differentiate

G. Order — The individual arranges three or more objects or events in a sequence based on a stated property

Behavioral synonyms: Arrange, sequence, list in order, classify, divide, isolate, sort

H. Construct — The individual makes a physical object, a verbal statement, or a drawing

(NOTE: *Construct* is used when the finished product or result is important.)

Behavioral synonyms: Draw, make, build, design, formulate, reproduce, transcribe, convert, put together, compile

I. Demonstrate — The individual performs several operations necessary to carry out a specified process

(NOTE: *Demonstrate* is used when it is desirable to watch the student perform a task, one of the highest levels of student performance.)

Behavioral synonyms: Show your work, show procedure, perform an experiment, perform the steps, operate, remove, replace, turn off/on, (dis)assemble, (dis)connect

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Prepare for each unit by deciding how each objective can best be taught.

The objective sheet may also be used as a quick pretest to determine prior knowledge of students and to determine whether further study or activities are necessary. Instructors should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When changes in objectives are made, the instructor should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

Suggested Activities (pink pages)

This component is included only in instructor material. The suggested activities page assists the instructor during the preparation stage of the teaching/learning process by providing suggestions for delivery and/or presentation during the instructional process. Read the suggested activities before teaching the units to allow time to obtain supplemental materials, prepare audio-visual materials, and contact outside resources. Duties of the instructor will vary according to the particular unit.

The references that are listed are ones used in the development of each unit. They should be used by the instructor to supplement her or his knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Supplements (white pages)

Supplements are additional teaching aids that support portions of the information sheet. Supplements include such activities as games, puzzles and additional information (which is intended to be used as the instructor deems necessary.)

Supplements may be photocopied for classroom use only.

Transparency Masters (white pages)

Transparency masters provide information in a special way. Transparencies direct the class's attention to the topic of discussion. Transparencies may present new information, or they may reinforce information presented in the information sheet. They are particularly effective when identification is necessary. Make transparencies and place them in the notebook where they will be immediately available for use.

Information Sheet (green pages)

The information sheet provides "must know" content essential for meeting the cognitive (knowledge level) objectives of the unit. The information is written in a topical outline form and is keyed to the specific objectives.

Instructors will find that the information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. The information sheet may also be used for coordination activities and advisory committees.

Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and instructors to add notes that supplement, localize, personalize, or provide motivation for each unit.

Assignment Sheets (brown pages)

Assignment sheets give students a chance at problem solving, self-assessment, and/or practical experience with the information. They assist students in the application of knowledges that are necessary prerequisites to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided when appropriate and can be used by the student and/or instructor for checking student progress.

Job Sheets (blue pages)

Job sheets are another important segment of a unit of instruction. The job sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure needed to complete each task or job. Diagrams, photographs, and illustrations are provided to assist students in achieving the skill.

Instructor should demonstrate to students the procedure outlined in each job sheet. Furthermore, the instructor needs to localize the job sheet according to the equipment and supplies available in the local lab or shop situation. Job sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

Tests (White pages)

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. It is crucial to note that both paper/pencil and performance objectives must be evaluated.

The tests may be written or oral. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. A selection of questions from the units covered may be used for final tests at the end of each term if desired. If objectives have been added, deleted, or modified, be sure to make the changes on the test.

The acceptable response on a unit test, 85 percent in most units, may be raised or lowered to fit the topic or students' ability levels. The percentage applies to the overall score, not to each individual question. The final unit grade should be obtained by using the paper/pencil score along with evaluations of students' demonstrations of the desired skills.

The tests are in the instructor's book and may be photocopied for classroom use only.

Answers to Test and Assignment Sheets (pink pages)

These components are designed to assist the instructor in evaluation of student performances.

Teaching Methods

It is a challenge to keep students motivated. Supplement the objectives by providing the "why," personal experiences, and current information. Prepare for each unit by deciding how each objective can best be taught. Allow students to become involved in preparing and planning.

Corrections and Suggestions

The Curriculum and Instructional Materials Center wants to provide vocational instructors and students with materials that are accurate and effective. Although the CIMC strives to maintain the highest standards of development and production, oversights occasionally do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. One easy way of pointing out errors is to make a photocopy of the affected pages and to indicate the correction on the copy. You can then mail the information to the CIMC, where it will be used to correct the publication before the materials are reprinted.

To ensure that the material is updated on a timely basis, it is important that you notify the CIMC of necessary corrections as soon as possible after discovering the error. Do not assume that someone else will notice the error and inform the CIMC; other users may be making the same assumption. Please send corrections and recommendations for improving this publication to the following address:

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Curriculum and Instructional Materials Center
Oklahoma State Department of Vocational and
Technical Education
1500 W. Seventh Avenue
Stillwater, Oklahoma 74074-4364

INTRODUCTION TO HEALTH OCCUPATIONS STUDENTS OF AMERICA
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to develop skills necessary to participate effectively in Health Occupations Students of America (HOSA). The student should also realize the importance of the HOE-HOSA partnership. This knowledge will be evidenced by completing the assignment sheet and the unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with HOSA to their correct definitions.
2. Select from a list benefits of membership in HOSA.
3. List six goals of HOSA.
4. Select the HOSA motto from a list.
5. Label the parts and corresponding colors of the official HOSA emblem.
6. Match the symbols in the HOSA emblem to their correct meanings.
7. Select from a list items in the official HOSA dress code for members.
8. State the three organizational levels of HOSA.
9. List the HOSA publications.
10. Select from a list essentials of a good organization.
11. Select from a list guidelines for conducting a good meeting.
12. Recite the HOSA creed.

INTRODUCTION TO HEALTH OCCUPATIONS STUDENTS OF AMERICA
UNIT I

SUGGESTED ACTIVITIES

I. Unit contents

    A. Objective sheet

    B. Suggested activities

    C. Transparency masters

        1. TM #1 — Vocational Student Organization Emblems

        2. TM #2 — Vocational Student Organization Emblems (Continued)

        3. TM #3 — HOSA Emblem

    D. Information sheet

    E. Student Supplement #1 — Vocational Student Organizations

    F. Assignment Sheet #1 — Recite the National HOSA Creed

    G. Test

    H. Answers to test

II. Instructor's guide

    A. Order materials to supplement unit.

        1. State promotional materials. Contact your state Health Occupations Education office to obtain your state's HOSA promotional materials.

        2. Book — *National HOSA Handbook.*

        3. Filmstrip — *HOSA Serves the Community.*

        4. Video tape — *The HOE-HOSA Partnership.*

        (NOTE: The handbook, filmstrip, and videotape are available from HOSA Headquarters, 4108 Amon Carter Boulevard, Suite 202, Fort Worth, Texas 76155.)

SUGGESTED ACTIVITIES

B. Introduce unit to students by focusing on the importance of being a member of HOSA.

- Explain to the class that HOSA is an integral part of the HOE program because through participation in the HOSA organization, members develop effective leadership, human relations, and communication skills. The health industry has identified these skills as being extremely important for success in the work place. The leadership skills instilled through HOSA membership provides members with that "competitive edge" in the job market.

- Use Student Supplement #1 and Transparencies #1 and #2 to discuss the other vocational student organizations.

C. Discuss the unit and specific objectives.

D. Discuss the information sheets and assignment sheets.

1. Relate the meaning of the terms in Section I of the Information Sheet to the partnership between HOE and HOSA.

   - Explain to the class that there are several professionals of the health industry actively involved with HOSA. Therefore, active membership in HOSA may be extremely beneficial during a job search.

2. Motivate students to participate in HOSA by learning the information in Sections II through VII.

   - Hang a HOSA banner in the room and pictures of the past year's events on a bulletin board.

   - Show Transparency #3 with the appropriate sections colored maroon and navy.

   - Provide time for the students to learn the HOSA motto.

   - Use Assignment Sheet #1 to help the students learn the HOSA creed.

   - Ask a student to model the official HOSA uniform; order an official blazer for each student, if possible.

3. Present information in Sections VIII and IX so that the students realize the value of the HOE-HOSA partnership and where HOSA is headed.

   - Have the HOSA State Advisor; a chapter, state, or national officer; or a HOSA alumnus visit the class to discuss the benefits of belonging to HOSA.

   - Discuss the issue of why health professionals need to be involved in civic affairs.

SUGGESTED ACTIVITIES

- Show the filmstrip *HOSA Serves the Community* and the video tape *The HOE-HOSA Partnership.*

4. Discuss the components of a good organization using Information Sheet Sections X and XI.

   - Ask students to analyze a successful organization that they already belong to or know about to determine its strong points. List the strong points on a chalkboard as they are mentioned. Encourage all members of the group to interact so that one individual is not doing all of the work. Bring out any additional points from Section X that were not covered.

   - Divide the class into small groups to brainstorm about what produces a good meeting. Have each group share their ideas with the other group and then ask students to check Section XI for suggestions not covered.

G. Give test.

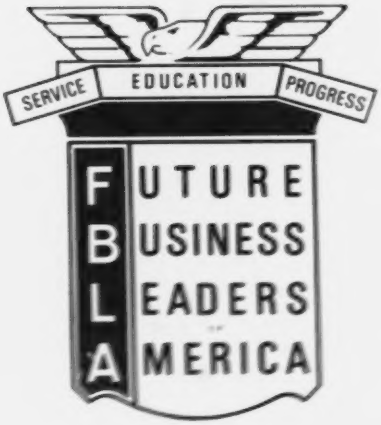
H. Critique test and discuss it with the class.

III. Unit references

A. Health Occupations Students of America. *National HOSA Handbook.* Fort Worth: Health Occupations Students of America, 1985.

B. *Allied Health Careers.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1987.

Vocational Student Organization Emblems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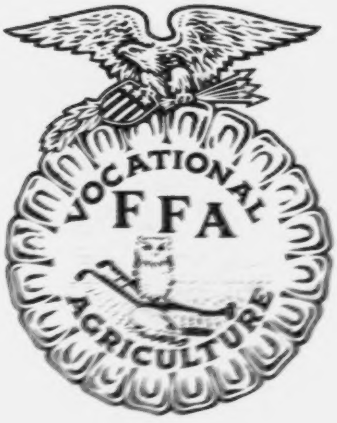
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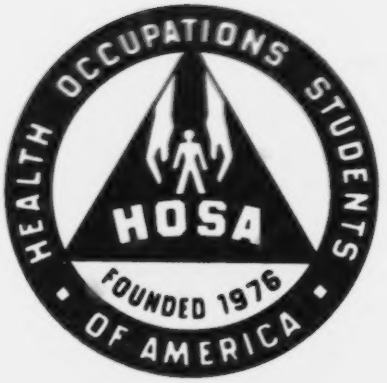
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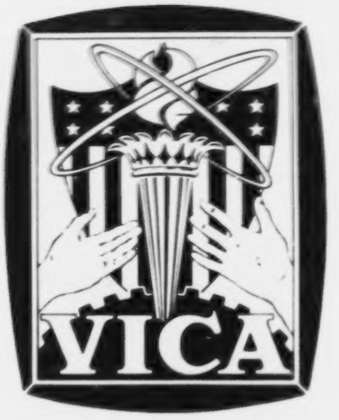

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Vocational Student Organization Emblems

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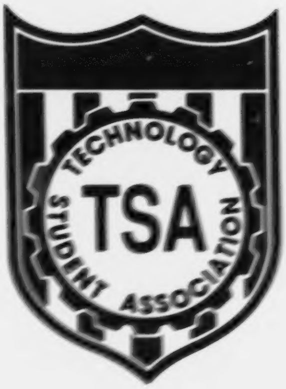
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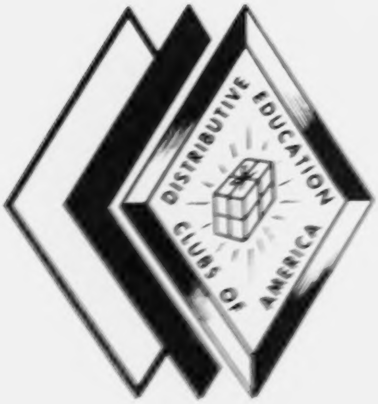
STUDENT ASSOCIATION

TSA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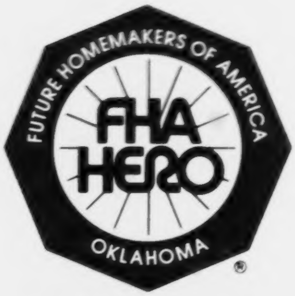
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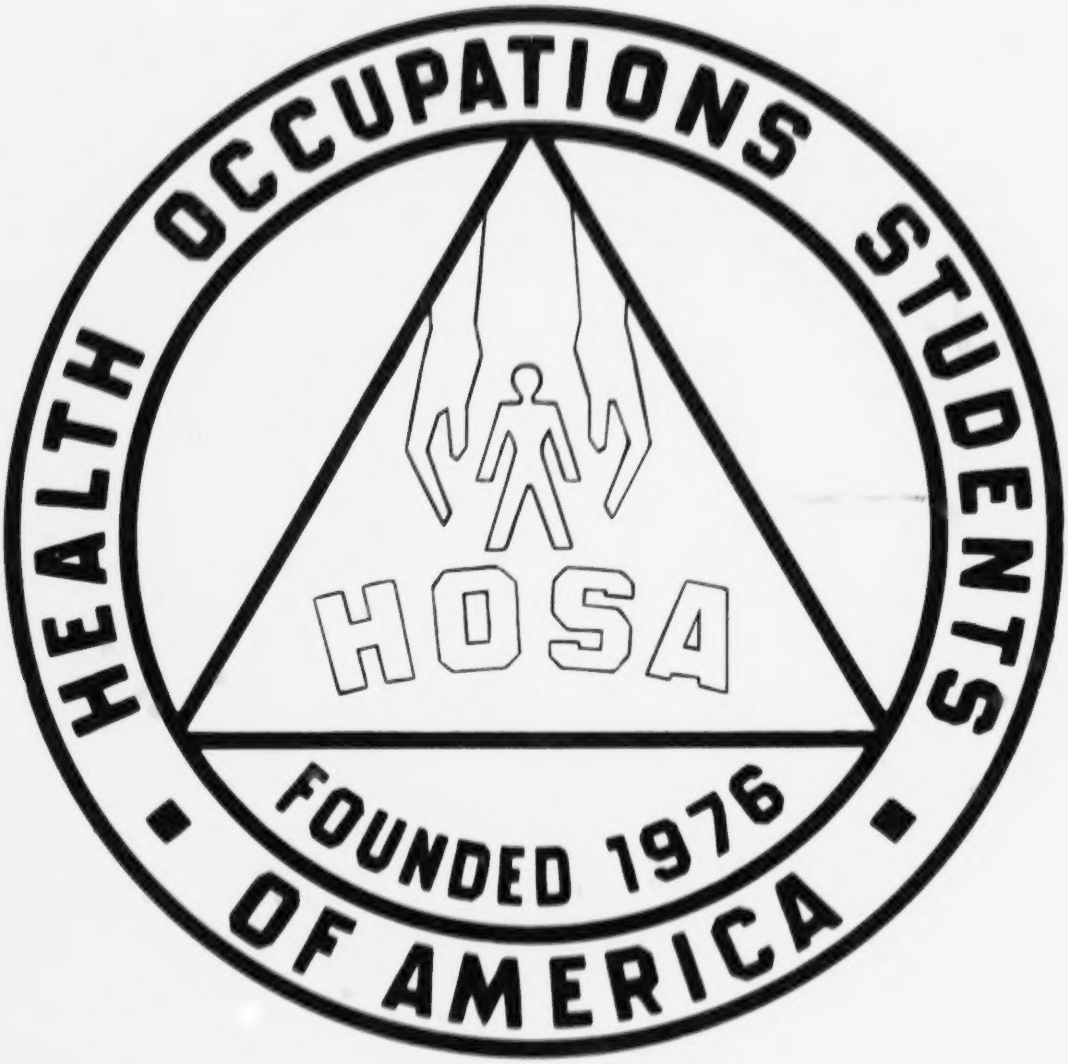
FHA
HERO
OKLAHOMA
®

FHA/HERO

HOSA Emblem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INTRODUCTION TO HEALTH OCCUPATIONS STUDENTS OF AMERICA
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Health Occupations Students of America (HOSA) — Vocational student organization for students enrolled in Health Occupations Education programs

(NOTE: HOSA plays an important part in Health Occupations Education, HOE, programs and links the HOE programs to the health industry.)

B. Local chapter advisor(s) — Person(s) designated by local school administration to advise and provide leadership for the local HOSA chapter

C. Secondary member — Secondary student who is enrolled in or has been enrolled in an approved Health Occupations Education program

D. Post-secondary member — Student enrolled in Health Occupations Education classes at less than the baccalaureate level

E. Collegiate member — College-level student enrolled in health profession program in pursuit of baccalaureate or graduate degree

(NOTE: Secondary, post-secondary, and collegiate members must be members of the state association in order to hold offices on the local/state and national level.)

F. Alumni/Professional member — Former active member who has remained in good standing with the chapter or a person who may be associated with, or who has participated in, the development of Health Occupations Education students in a state as approved by the state association

G. Honorary life member — Individual who has made contributions to development of HOSA in a state and whose membership has been approved by the state executive council

(NOTE: Alumni, professional and honorary life members have all rights except serving as voting delegates, holding elective office, or participating in state competitive events.)

H. State HOSA advisor — Person appointed by the Health Occupations Education state supervisor and approved by the executive council to advise and provide leadership for the state association

(NOTE: The executive council is made up of student officers.)

I. Voting delegate — Student chosen to represent a local chapter in balloting on questions of business or election of officers at the state or national conferences

J. Executive committee — Committee authorized by the Board of Directors to perform duties set by the board

INFORMATION SHEET

II. Benefits of membership in HOSA

A. Provides guidance to students who seek to develop knowledge, skills, and behavioral characteristics necessary in preparing for a future in a health career

B. Helps students associate and exchange information with other students who have similar interests

C. Helps develop leadership qualities

(NOTE: Leadership skills are necessary for preparing persons to take active roles in professional and civic organizations.)

D. Helps students gain self-confidence through the development of leadership skills and abilities

(NOTE: The person who feels confident in these skills will feel comfortable in the role of a leader.)

E. Introduces students to a wide variety of health career choices and employment opportunities

F. Helps students develop responsibility through service to the local community

G. Helps students develop interest in being a part of the community and civic affairs

H. Provides opportunity to make new friends

I. Helps individuals learn to work with others

J. Encourages participation in activities other than school courses

K. Improves written and oral communication skills

III. Goals of HOSA

A. To promote physical, mental, and social well-being

B. To develop effective leadership qualities and skills

C. To develop the ability to communicate more effectively with people

D. To develop character

E. To develop responsible citizenship traits

F. To understand the importance of pleasing oneself as well as being of service to others

INFORMATION SHEET

G. To build self-confidence and pride in one's work

H. To make realistic career choices and seek successful employment in the health care field

I. To develop an understanding of the importance in interacting and cooperating with other students, professionals, and organizations

J. To encourage individual and *team* achievement

K. To develop an understanding of current health care issues, environmental concerns, and survival needs of the community, state, nation, and world

L. To encourage involvement in local, state, and national health care and education projects

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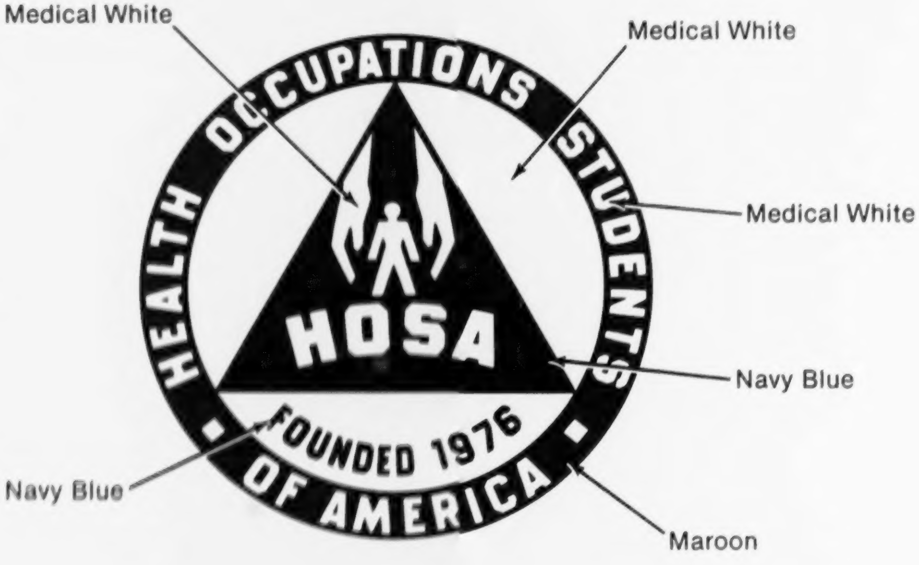
IV. HOSA motto — "The Hands of HOSA Mold the Health of Tomorrow"

V. Official HOSA emblem


Medical White
Medical White
Medical White
Navy Blue
Navy Blue
Maroon
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INFORMATION SHEET

VI. Symbolism in the HOSA emblem

- A. Circle — Continuity of health care
- B. Triangle — Three aspects of humankind's well-being: social, physical, and mental
- C. Hands — The caring of each HOSA member
- D. Person — All of humankind

VII. Official HOSA dress code for members

- A. Navy blazer with official HOSA emblem on left breast pocket
- B. Matching navy or white slacks or skirt
- C. White, tailored blouse or shirt
- D. Appropriate shoes
- E. Official HOSA pin
- F. Navy or maroon tie for males

  (NOTE: The use of a maroon neck accent for females is optional.)

VIII. Organizational levels of HOSA

- A. Local chapters

  (NOTE: Finances needed to operate the local chapters will depend upon programs planned for the year and school-administered opportunities.)

- B. State association of HOSA

  (NOTE: State association finances are provided through annual affiliation fees.)

- C. National HOSA

  (NOTE: National organization finances are provided through annual affiliation fees.)

IX. HOSA publications

- A. *HOSA*

  (NOTE: The student news magazine of the Health Occupations Students of America is published twice annually (fall and spring) and is distributed to each HOSA member through their affiliated chapter. Articles and comments for this publication are welcomed and should be submitted to the editor.)

INFORMATION SHEET

B. *HOSA LEADERS UPDATE*

(NOTE: The purpose of the *HOSA LEADERS UPDATE* is to provide organizational news and information to chapters and states. The newsletter is published three times during the membership year and distributed to all HOSA chapters and state associations.)

C. *NATIONAL HOSA HANDBOOK*

(NOTE: The first edition was published in September of 1982, and one complimentary copy was sent to each state advisor. The 1985 revised and comprehensive edition was published in three separate sections. In 1987, section B was revised.)

X. Essentials of a good organization

A. Capable officers and leaders

B. Responsibility for organizational activities shared by all members

C. Challenging program of work

D. Proper record keeping

E. Well-planned, regularly held meetings

F. Support from school officials and community leaders

G. Active member participation in chapter activities

XI. Guidelines for conducting good meetings

A. Have the executive committee plan and practice before the meeting

(NOTE: It is suggested that an agenda be prepared ahead of time.)

B. Have the secretary, treasurer, and each committee prepare written and oral reports

C. Arrange the seating plan so that everyone can see the program

D. Give the guest speaker some indication of the topic desired and length of speech

E. Have an official greeter to make everyone feel welcome and to prevent interruptions of serious portions of the meeting

EXAMPLE: The greeter may ask members who enter late to wait until after the devotional and flag salute to be seated.

F. Proceed according to the order of business

INFORMATION SHEET

G. Proceed with minimum participation by the advisor(s)

H. Begin and end on time

I. Involve all members in at least one committee

J. Conduct business according to parliamentary procedure

K. Move the meeting along with "snap" to prevent boredom and wasted time

L. Have all members express appreciation to guests for their attendance

M. Organize plan for clean-up duties

INTRODUCTION TO HEALTH OCCUPATIONS STUDENTS OF AMERICA
UNIT I

STUDENT SUPPLEMENT #1 — VOCATIONAL STUDENT ORGANIZATIONS

A. TSA (Technology Student Association)

(NOTE: This is an organization for students who are enrolled in or have completed Technology Education programs.)

B. FBLA-PBL (Future Business Leaders of America-Phi Beta Lambda)

(NOTE: This is an organization primarily for students who are enrolled in or who have been enrolled in Business and Office Education programs.)

C. FHA-HERO (Future Homemakers of America-Home Economics Related Occupations)

(NOTE: This is an organization for students who are enrolled in Home Economics programs.)

D. FFA (National FFA Organization)

(NOTE: This is an organization for students who are enrolled in Vocational Agriculture programs.)

E. DECA (Distributive Education Clubs of America)

(NOTE: This is an organization for students who are enrolled in or who have been enrolled in Marketing Education programs.)

F. VICA (Vocational Industrial Clubs of America)

(NOTE: This is an organization for students who are enrolled in Trade and Industrial programs.)

INTRODUCTION TO HEALTH OCCUPATIONS STUDENTS OF AMERICA
UNIT I

ASSIGNMENT SHEET #1 — RECITE THE NATIONAL HOSA CREED

Read each paragraph carefully and try to memorize it. Then move on to the next paragraph until each one is memorized. Practice saying the creed with a classmate and be able to recite it to the satisfaction of the instructor.

> I BELIEVE in the Health Care Profession.
> I BELIEVE in the profession for which I am being trained, and in the opportunities which my training offers.
> I BELIEVE in education.
> I BELIEVE that through education I will be able to make the greatest use of my skills, knowledge, and experience in order to become a contributing member of the health care team of my community.
> I BELIEVE in myself.
> I BELIEVE that by using the knowledge and skills of my profession I will become more aware of myself. Through fulfilling these goals, I will become a more responsible citizen.
> I BELIEVE that each individual is important in his or her own right; therefore, I will treat each person with respect and love.
> To this end, I dedicate my training, my skills and myself to serve others through HEALTH OCCUPATIONS STUDENTS OF AMERICA.

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INTRODUCTION TO HEALTH OCCUPATIONS STUDENTS OF AMERICA
UNIT I

TEST

NAME ______________________________ SCORE ______________

1. Match terms associated with HOSA to their correct definitions. Write the correct number in the blanks.

______a. Person appointed by the Health Occupations Education state supervisor and approved by the executive council to advise and provide leadership for the state association

______b. Vocational student organization for students enrolled in Health Occupations Education programs

______c. Student chosen to represent a local chapter in balloting on questions of business or election of officers at the state or national conferences

______d. Former active member who has remained in good standing with the chapter or a person who may be associated with, or who has participated in, the development of Health Occupations Education students in a state as approved by the state association

______e. Person designated by local school administration to advise and provide leadership for the local HOSA chapter

______f. Committee authorized by the Board of Directors to perform duties set by the board

______g. Individual who has made contributions to development of HOSA in a state and whose membership has been approved by the state executive council

______h. Secondary student who is enrolled in or who has been enrolled in an approved Health Occupations Education program

______i. Student enrolled in Health Occupations Education classes at less than baccalaureate level

______j. Student enrolled in health profession program in pursuit of baccalaureate or graduate degree

1. State HOSA advisor
2. Secondary member
3. Honorary life member
4. Local chapter advisor
5. Executive committee
6. Voting delegate
7. Collegiate member
8. Alumni/professional member
9. Health Occupations Education coordinator
10. Post-secondary member
11. Health Occupations Students of America (HOSA)

TEST

2. Select from the following list benefits of membership in HOSA. Write an "X" in the blank before each correct answer.

______a. Helps individuals learn to work with others

______b. Provides guidance to students who seek to develop knowledge, skills, and behavioral characteristics necessary in preparing for a future in a health career

______c. Helps students develop interest in being a part of the community and civic affairs

______d. Looks good written on a resumé

______e. Helps develop leadership qualities

______f. Introduces students to a wide variety of health career choices and employment opportunities

______g. Helps students associate and exchange information with other students who have similar interests

______h. Encourages participation in activities other than school courses

______i. Helps students develop responsibility through service to the local community

______j. Ensures a good grade in class

______k. Helps students gain self-confidence through the development of leadership skills and abilities

______l. Provides opportunity to make new friends

______m. Helps students to become more introverted

3. List six goals of HOSA in the blanks below.

a. ____

____

____

____

b. ____

____

____

____

TEST

c. ______________________________

____

____

____

d. ______________________________

____

____

____

e. ______________________________

____

____

____

f. ______________________________

____

____

____

4. Select the HOSA motto from the following list. Write an "X" in the blank before the correct answer.

_____a. The Molding of Tomorrow's Health in the Hands of HOSA

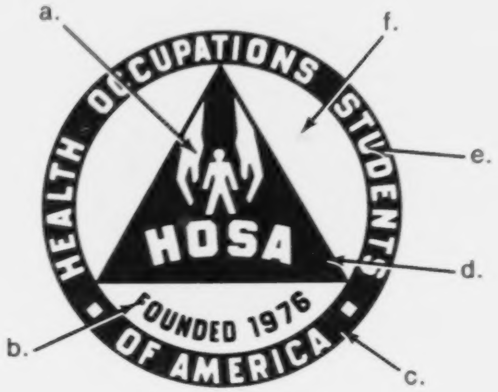
_____b. The Hands of HOSA Mold the Health of Tomorrow

_____c. The Health of Tomorrow is in the Hands of the Health Professionals

_____d. Tomorrow's Health is Molded by the Hands of HOSA

TEST

5. Label the parts and corresponding colors of the official HOSA emblem. Write the correct color name in the blanks.



a. ______________________ d. ______________________

b. ______________________ e. ______________________

c. ______________________ f. ______________________

6. Match the symbols in the HOSA emblem to their correct meanings. Write the correct numbers in the blanks.

_____a. Three aspects of humankind's well-being: social, physical, and mental

_____b. The caring of each HOSA member

_____c. Continuity of health care

_____d. All of humankind

1. Circle
2. Hands
3. Person
4. Triangle

7. Select from the following list items in the official HOSA dress code for members. Write an "X" in the blank before each correct answer.

_____a. Navy or maroon tie for males

_____b. Navy blazer with official HOSA emblem on the sleeve

_____c. White, tailored blouse or shirt

TEST

______d. Official HOSA pin

______e. White blazer with official HOSA emblem on the left breast pocket

______f. Navy blazer with official HOSA emblem on left breast pocket

______g. Appropriate shoes

______h. Maroon shirt with button-down collar

8. State the three organizational levels of HOSA. Write the correct answers in the blanks below.

a. ______________________________

b. ______________________________

c. ______________________________

9. List the HOSA publications.

a. ______________________________

b. ______________________________

c. ______________________________

10. Select from the following list essentials of a good organization. Write an "X" in the blank before each correct answer.

______a. Large budget

______b. Challenging program of work

______c. Active member participation in chapter activities

______d. Variety of a number of social activities

______e. Capable officers and leaders

______f. Support from school officials and community leaders

______g. Proper record keeping

______h. Responsibility for organizational activities shared by all members

______i. Well-planned, regularly held meetings

11. Select from the following list guidelines for conducting a good meeting. Write an "X" in the blank before each correct answer.

______a. Arrange the seating plan so that everyone can see the program

______b. Have the executive committee plan and practice before the meeting

______c. Proceed according to the order of business

TEST

_____d. Organize plan for clean-up duties

_____e. Skip any lengthy report to save time

_____f. Have an official greeter to make everyone feel welcome and to prevent interruptions of serious portions of the meeting

_____g. Invite a guest speaker to wing it on any topic and for any length of time just so that the meeting will have a program

_____h. Have the secretary, treasurer, and each committee prepare written and oral reports

_____i. Have the advisor indicate when it is time to proceed to the next order of business

_____j. Begin and end on time

_____k. Have all members express appreciation to guests for their attendance

_____l. Appoint committees composed only of members who have contributed in the past

_____m. Conduct business according to parliamentary procedure

_____n. Move the meeting along with "snap" to prevent boredom and wasted time

(NOTE: Test question 12 lists an assignment sheet. It is an important part of this unit. If it has not been completed, check with your instructor.)

12. Recite the HOSA creed.

INTRODUCTION TO HEALTH OCCUPATIONS STUDENTS OF AMERICA
UNIT I

ANSWERS TO TEST

1. a. 1
   b. 11
   c. 6
   d. 8
   e. 4
   f. 5
   g. 3
   h. 2
   i. 10
   j. 7

2. a, b, c, e, f, g, h, i, k, l

3. Any six of the following:

   To promote physical, mental, and social well-being
   To develop effective leadership qualities and skills
   To develop the ability to communicate more effectively with people
   To develop character
   To develop responsible citizenship traits
   To understand the importance of pleasing oneself as well as being of service to others
   To build self-confidence and pride in one's work
   To make realistic career choices and seek successful employment in the health care field
   To develop an understanding of the importance in interacting and cooperating with other students, professionals, and organizations
   To encourage individual and *team* achievement
   To develop an understanding of current health care issues, environmental concerns, and survival needs of the community, state, nation, and world
   To encourage involvement in local, state, and national health care and education projects

4. b. "The Hands of HOSA Mold the Health of Tomorrow"

5. a. Medical White
   b. Navy Blue
   c. Maroon
   d. Navy Blue
   e. Medical White
   f. Medical White

6. a. 4 b. 2 c. 1 d. 3

7. a, c, d, f, g

8. a. Local chapters
   b. State association of HOSA
   c. National HOSA

ANSWERS TO TEST

9. a. *HOSA*
   b. *HOSA Leaders Update*
   c. *National HOSA Handbook*

10. b, c, e, f, g, h, i

11. a, b, c, d, f, h, j, k, m, n

12. To be evaluated to the instructor's satisfaction

HOSA ACTIVITIES
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to participate in HOSA ceremonies and assist in planning HOSA chapter activities. The student will show this knowledge by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with HOSA chapter activities to their correct definitions.
2. List characteristics of a good chairman.
3. Match chapter officers to their correct duties.
4. Arrange in order the steps of the election process.
5. State the primary purposes of committees.
6. Match the common types of committees to their lengths of service.
7. Arrange in order the steps in setting up committees.
8. Select from a list criteria for selection of HOSA voting delegates.
9. List types of HOSA chapter activities for a program of work.
10. Select from a list considerations for selecting meaningful activities for a program of work.
11. List categories of HOSA competitive events.
12. Name HOSA leadership training conferences available to members.
13. Participate in a HOSA installation ceremony.
14. Prepare a chapter program of work for an entire school year.

HOSA ACTIVITIES
UNIT II

SUGGESTED ACTIVITIES

I. Unit contents

   A. Objective sheet

   B. Suggested activities

   C. Information sheet

   D. Supplement #1 — Preparing News Releases

   E. Assignment sheets

      1. Assignment Sheet #1 — Participate in a HOSA Installation Ceremony

      2. Assignment Sheet #2 — Prepare a Chapter Program of Work for an Entire School Year

   F. Answers to assignment sheets

   G. Test

   H. Answers to test

II. Instructor's guide

   A. Order/obtain materials to supplement unit.

   (NOTE: The following handbook and filmstrips are available from the National HOSA Office, 4108 Amon Carter Boulevard, Suite 202, Fort Worth, Texas 76155.)

      1. Book—*National HOSA Handbook, 2nd ed.*, 1985.

      2. Filmstrips

         a. *Promoting Your HOSA Chapter Activities*

         b. *National HOSA Competitive Events*

      3. Local slides, pictures, videos

   B. Introduce unit to students.

   - Explain to students that chapter activities are essential to the chapter's success because the activities generally pertain to the public.

   C. Discuss unit and specific objectives.

   D. Discuss information sheet with students.

      1. Relate the meaning of the terms in Section I of the Information Sheet to the information to be covered in the unit.

SUGGESTED ACTIVITIES

2. Use Information Sheet, Section II, to discuss the characteristics of a good chairman.

   - Have students make individual lists of characteristics of a good chairman. Ask each student to exchange lists with another student and try to add another characteristic of a good chairman. Have each student exchange lists with yet another student to repeat the process. Ask one student to make a composite list on the chalkboard. Ask class to compare their composite list with Section II.

   - Discuss ways students can develop the characteristics of a good chairman.

3. Supplement Section III by having your local chapter officers visit your class to explain their duties as officers.

4. Apply information in Section IV as you organize a class chapter.

   - Assist the election committee in selecting a nomination procedure.

     Candidate filing forms allow those who are interested in serving to nominate themselves. These forms encourage commitment without embarrassment, ensure a slate of candidates prior to the election, and provide time for campaign planning. They also offer early involvement for everyone, either as a candidate or as a petition signer. A week should be sufficient time for candidates to gather signatures for their petitions.

     Selection by a nominating committee recommends one or more candidates for each office after making certain each candidate is willing to serve. A committee runs the risk of passing over students who would like to run and who are potentially good officers.

     Taking nominations from the floor during a chapter business meeting is the easiest method if the chapter has waited too long to allow time for a full-fledged campaign; however, this method often turns into a popularity contest.

     Selection by the advisor takes all the motivation away from the students and deprives them of the benefits of participation in the democratic process.

   - Assist students in setting up guidelines for campaign speeches, and allow time in advance of balloting for serious thought by members. Consider a "Meet the Candidates" event that can include speeches as well as informal time. Time limits (e.g., five minutes for each speech) for the speeches should be set and followed.

SUGGESTED ACTIVITIES

- Assist students in preparing for balloting.

  Ballot method ensures absolute freedom and privacy for each member to vote his or her conscience without regard to group pressure. Use of this method means that paper ballots must be printed. Ample time should be allowed for preparation.

  If the election committee has decided to take nominations from the floor, hand or voice vote will probably be most satisfactory since there will not be time to print ballots. This method can result in loss of confidence by candidates who do not do well. A variation of this method, in which one officer is elected at a time, allows runners-up to run for other offices.

  When ballots have been cast, an impartial outsider should be recruited to tally the votes. Counting should be done immediately, and results should be announced as soon as possible. The announcer should be prepared to congratulate winners and runners-up for their effort. Avoid announcing actual vote count. Put runners-up to work on committees to maintain their interest in the chapter and to use their demonstrated abilities.

5. Provide each student with a copy of the installation ceremony from Section A of the *National HOSA Handbook*.

   - Hold an installation ceremony (Assignment Sheet #1). Make officer installation a highlight of the election. Invite parents, administrators, advisory committee members, and local chapter members. Choose a place large enough and comfortable enough for all members and guests. The ceremony is a serious one and should be carried out with dignity. Make sure that the installation ceremony is held within one week of the election.

6. Help students realize what a committee is, and point out why committees are essential to an active HOSA chapter. Use Information Sheet, Section V.

   (NOTE: As an advisor, you should keep in mind that the committee's function is to produce a list of selected activities, not to make a final decision as to which activities the chapter as a whole will elect to carry out. You should also stress the importance of quality, not quantity. The number of activities each committee plans is not nearly as important as the lessons learned from each activity that is carried out successfully.)

   - Help students see how a committee resembles a miniature chapter that holds regularly scheduled meetings, follows an agenda, has a committee chairman who functions like a president, and has members who participate as they would in a chapter meeting.

   - Help students understand why committees are needed to carry out a balanced program of work. Your chapter has four choices.

Let you do all the work. This option may sound ridiculous, but when chapter members do not understand how to use committees, they may get frustrated and call on you for assistance. It is sometimes a temptation for you to step in and make decisions for the group rather than to guide your students to make their own decisions. The result, of course, is that your students are deprived of important learning experiences. Also, it is obvious that if one person could do all the work, there would be no reason to have a chapter in the first place.

Let officers do all the work. Your chapter members should understand that officers are not the chapter workhorses. No team relies on the team captains to win the game while team members sit on the sidelines. There are simply not enough hours in the day for five or six officers to plan, carry out, and evaluate all of the chapter's activities in addition to holding chapter meetings, attending school, learning a job skill, doing homework, and perhaps holding down a job. A major point in the HOSA program (and in the workplace) is that people need to work together.

Do the work as a group. At first glance, this option may appear to be the most democratic. If HOSA's goal is total student involvement, everyone should have a chance to offer some ideas at the chapter business meetings. In reality, however, the meetings would be overburdened with details of planning, and most of the activities would never get off the drawing board.

Divide workload into manageable portions and let committees handle it. Committees are, by process of elimination, the best workable solution to the problem of getting things done, instead of getting them thought about.

7. Introduce basic types of committees, how committees are set up, and HOSA chapter activity areas. Use Information Sheet, Sections VI and VII. Remind HOSA members that the chapter president is ultimately responsible for naming the committee chairpersons. Before the president makes the appointments, however, the chapter's executive council should meet to discuss chapter needs and directions and to determine whether any committees need to be eliminated or added.

   - Ask students to set up committees to plan programs and activities for the year.

   - Encourage students' participation in each HOSA leadership training activity listed, stressing the benefits of learning leadership skills.

8. Use Sections IX and X to discuss the purposes and considerations of a program of work. You should stress that the importance of a program of work is to help plan the chapter's activities for the school year.

   - Show students scrapbooks of pictures and articles related to last year's activities and discuss future events.

SUGGESTED ACTIVITIES

- Ask the past HOSA chapter president to speak to the class on last year's activities and encourage students to be active in HOSA.
- Use Assignment Sheet #2 and Supplement #1 to supplement this section.

9. Use your *National HOSA Handbook* to supplement the information presented in Section XI.

(NOTE: Be sure to stress the note about the pilot events.)

- Conduct class competitive events to prepare your students for the state and national events. If you already hold local events, a class competitive event would also help your students prepare for the local competition.

G. Give test.

H. Critique test and discuss it with class.

III. References

A. *National HOSA Handbook, 2nd ed.* Health Occupations Students of America, 1985.

B. Patton, Bob, et al. *VICA: Learn, Grow, Become*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1984.

HOSA ACTIVITIES
UNIT II

SUPPLEMENT #1 — PREPARING NEWS RELEASES

The following information was provided by Karen Keith, News-Anchor, KJRH-2, Tulsa, Oklahoma.

PRESS RELEASE

(Use letterhead stationery)

EVENT: ____________________

DATE: ____________________

LOCATION: ____________________

Write a special hook to entice the reporter or assignment editor. For example:

> In the development of Watonga's new city park, members of the area Health Occupations Students of America drew up plans for a kid's space center — the city has accepted those plans and HOSA members will be helping execute the plans Saturday, July 12, from 9AM - 3PM.
>
> If you have any questions or want additional information, contact: Superintendent John Green at 555-9999.

If the location is unusual, give directions and parking instructions. (The park is at Pine and 31st.)

Staple any additional information of interest like newspaper clippings to the back.

Send out the press release and follow with a *phone call* seeking a time commitment.

The preceeding information applies to all news releases. However, the following information is used with television news releases and interviews.

SUPPLEMENT #1

TELEVISION NEWS RELEASES

Name or names of people who will appear on the show (specify date)

Be sure spelling is correct and their professional title is spelled out.

Special information of the event

For example: HOSA members are holding a workshop Saturday afternoon for preschool children on dental hygiene. They will be teaching them how to brush and floss as well as showing healthy snacks.

Specify . . . .special numbers to appear on the screen.

Please superimpose the tickets number on the screen.
TICKETS: 555-0023
If you have any questions. . .
Call Teacher Jones at 555-0001

SUPPLEMENT #1

ON CAMERA INTERVIEWS

"Getting Ready"

Prepare yourself. Watch the show before you appear.

Dress as you would normally dress. . .however, avoid wearing all white or stripes. Shiny jewelry may also cause a problem for the camera. If you're comfortable without them, take off your glasses. They may cause a glare.

Wear darker make-up. Use powder right before you go on to get rid of oily shine.

Prepare some interesting questions and answers. . .unusual things that the audience might remember.

"In the Studio"

Forget about the cameras. Focus your eye contact on the show host or reporter. Never follow the red lights on the camera. Don't be startled when you come up on TV monitors.

Avoid rocking in your chair. Sit toward the front of your seat in as comfortable a position as possible. Lean forward. . .be enthusiastic.

Watch your body language. . .don't twirl the microphone or your necktie or necklace.

Be aware of signals from the studio crew/floor director that indicate your time is up. If you get a wrap, finish what you're saying and let the reporter or anchor take over.

Answer questions as openly and to the point as possible. Use positive and upbeat statements, avoiding technical jargon that no one except your co-workers can understand.

If you are not at liberty to comment, simply explain yourself . . end positively. . ."Just as soon as we can, we'll have an explanation for you." Avoid a flat "No comment."

Smile (if it's appropriate.)

SUPPLEMENT #1

NATIONAL MEDIA

Use the National Media—You May Be Surprised!

Send your ideas to the addresses listed below.

Make sure the information is easy to read and appealing.

Use the phone number sparingly.

TODAY SHOW

Room 304
NBC
30 Rockefeller Plaza
New York, NY 10020
(212) 664-5488
Willard Scott is good about mentioning special events. Send a T-shirt or hat relating to the event along with the press release.

GOOD MORNING AMERICA

Steve Lewis
1965 Broadway, 5th Floor
New York, NY 10023
(212) 496-4816

CBS MORNING NEWS

Bob Epstein
524 West 57th Street
New York, NY 10019

HOSA ACTIVITIES
UNIT II

INFORMATION SHEET

I. Terms associated with HOSA activities

A. Agenda — An organized listing of the order of business for a meeting

B. Executive council/committee — Standing committee that acts to expedite chapter planning; usually made up of all officers

C. Parliamentary procedure — Set of rules for conducting a meeting with a minimum of advanced preparation

(NOTE: *Roberts Rules of Order, Newly Revised* is the standard for HOSA.)

D. Program of work — Written outline of the activities a HOSA chapter plans to accomplish during the year

II. Characteristics of a good chairman

(NOTE: There is some use currently of the terms *chairperson* and *chairwoman* to recognize that many women hold positions of leadership. However, according to the National Association of Parliamentarians, the terms *chairman* or *madam chairman* will continue to be used to designate the person who is the chair. The term *madame chairman* is appropriate when a female is in the leadership position.)

A. Willingness to work

B. Self-confidence

C. Ability to use parliamentary procedure effectively

D. Ability to make fair and impartial judgments

E. Neat appearance

F. Ability to listen to members and involve all members

G. Dependable

III. Chapter officers and their duties

(NOTE: The duties of some offices may be combined depending on the size of the chapter.)

A. President — Presides over all chapter meetings; serves as ex officio member on all committees; coordinates and supervises all efforts of chapter officers and committees

INFORMATION SHEET

B. Vice-President — Assists the president; presides over chapter activities in the absence of the president; serves as chairman of program committee

C. Secretary — Prepares and reads minutes of all chapter meetings; maintains membership list and record of attendance; answers all chapter correspondence promptly; counts and records all votes; reads all communications at meetings; prepares an agenda for meetings

D. Treasurer — Keeps financial records of the chapter in accordance with local administrative policy on student organization funding

E. Sentinel — Secures and sets up meeting rooms; attends the door during meetings and greets visitors; makes sure room is comfortable; ensures that meetings proceed without outside interruption

F. Parliamentarian — Advises all members on correct parliamentary procedure

G. Reporter — Prepares news releases regarding HOSA activities for all media

H. Historian — Gathers and assembles all materials in preparation for the chapter scrapbook

I. Chaplain — Takes charge of all inspirational activities during chapter meetings and other functions

J. Member-at-large — Provides continuity to executive council; is alumni member

IV. Steps of the election process

A. Appoint election committe

(NOTE: The duties of the election committee are to set guidelines for chapter elections. Guidelines should include offices to be filled, nomination procedures, campaign guidelines, election rules, and follow-up.)

B. Nominate officers

C. Campaign

D. Hold election

E. Install new officers

V. Primary purposes of committees

A. To allow all students to become actively involved in chapter activities

B. To distribute workload equally

INFORMATION SHEET

C. To provide chapter with information, or to make recommendations to chapter members

VI. Common types of committees and their lengths of service

A. Standing — Appointed for entire year

EXAMPLES: Membership, program, finance, social, service, safety

B. Special — Appointed as needed for specific activities

EXAMPLES: Banquet, special event, scrapbook

VII. Steps in setting up committees

A. Executive council (chapter officers) decides which committees are needed

B. Chapter president appoints chairmen

(NOTE: In many chapters, elected officers will serve as committee chairmen.)

C. Officers make staffing assignments

(NOTE: Every chapter member should serve on at least one committee.)

VIII. Criteria for selection of HOSA voting delegates

(NOTE: Each local chapter is entitled to be represented at the state level by voting delegates and alternates elected by the local chapter. Each state organization is entitled to be represented at the national level by voting delegates from each division, secondary and post-secondary, with alternates. The state representative may be elected at the spring leadership conference.)

A. Active participation in all chapter meetings and assigned committees

B. Successful achievement in classroom assignments and laboratory activities while maintaining achievement in other school subjects

C. Willingness to listen to or seek members' opinions and carry out the decision of the majority

IX. Types of HOSA chapter activities for a program of work

A. Professional activities

EXAMPLES: Guest speakers, vocational-related films, chapter field trips, state and national conferences, and competitive events

INFORMATION SHEET

B. Civic activities

EXAMPLES: Benefits for March of Dimes, Heart Fund, Community Chest, Red Cross, or other service agencies; booths and exhibits at state fairs; assisting community officials with health fairs

C. Service activities

EXAMPLES: Blood pressure screening, Thanksgiving or Christmas food baskets for people in need; involvement with senior citizen groups

D. Social activities

EXAMPLES: Get-togethers for prospective members; reception for faculty members; chapter picnics or dinners; special recognition banquets

E. Fund-raising activities

EXAMPLES: Sales projects, car washes, bake sales, dinners

(NOTE: Local chapters can finance their group through fund-raising events, but these must be approved by the school administration.)

X. Considerations for selecting meaningful activities for a program of work

A. Does activity contribute to program objectives?

B. Does activity contribute to HOSA goals?

C. Does activity reflect the thinking of the entire group?

D. Does activity allow for planning and implementing to be performed by students?

E. Does activity allow for committee work to contribute to the overall activity program?

F. Does activity ensure that leadership development is a major part of all activities?

G. Does activity reflect long-range as well as immediate plans?

XI. Categories of HOSA competitive events

A. Health occupations related events

EXAMPLES: Dental spelling, dental terminology, extemporaneous health display

INFORMATION SHEET

B. Health occupations skill events

EXAMPLES: Dental assisting, medical laboratory assisting, surgical technology

C. Individual leadership events

EXAMPLES: Job-seeking skills, prepared speaking

D. Team leadership events

EXAMPLES: Community awareness project (of health related issues), HOSA bowl, parliamentary procedure

E. Pilot events

(NOTE: Pilot events are events that are on a trial basis. If the events are successful, they will be considered for permanent standing as HOSA competitive events.)

F. Demonstration events

G. Other events

XII. HOSA leadership training conferences

A. HOSA National Leadership Conference

(NOTE: This conference is usually held in June. National officers are elected and installed and competative events are held.)

B. HOSA State Leadership Conference

(NOTE: Most states hold their competitive events and elect and install their state officers in the spring prior to the national conference. State advisors also provide leadership training activities for the HOSA members.)

HOSA ACTIVITIES
UNIT II

ASSIGNMENT SHEET #1 — PARTICIPATE IN A HOSA INSTALLATION CEREMONY

NAME ____ SCORE ________________

This assignment sheet is designed to prepare you for participation in the HOSA installation ceremony. The information obtained through this assignment sheet will help you better understand the HOSA organization and prepare you for your opportunity as a chapter officer.

Your instructor will provide you with a copy of the HOSA installation ceremony and will assign you a part. Or, if you are installing new class officers, you will perform the installation ceremony for the new officers.

HOSA ACTIVITIES
UNIT II

ASSIGNMENT SHEET #2 — PREPARE A CHAPTER PROGRAM OF WORK FOR AN ENTIRE SCHOOL YEAR

NAME ______________________ SCORE ____________

A carefully-planned program of work for the entire school year is an excellent way to build and maintain a strong, active, local HOSA organization. The activities should be well-balanced to include educational, social, civic, service, and professional functions. This will make learning more interesting. Every member should have an opportunity to participate by planning, serving on committees, arranging for guest speakers, and assisting in fund drives.

Use the information and examples that follow to prepare a program of work.

(NOTE: Each activity is an item of business to be considered, discussed, and brought to a vote during a HOSA chapter meeting.)

SUGGESTED CHAPTER ACTIVITIES

Professional Development Activities

Becoming a professional doesn't stop with acquiring a skill. It also involves an increased awareness of the meaning of good citizenship and the importance of labor and management in the world of work. From the following list, select at least one chapter project *in addition to* "in-HOSA" workshops.

Plan a school assembly on vocational education and HOSA.

Host a reception for HOSA alumni; have them tell how HOSA has helped them in their work experience.

Establish an occupational or professional library.

Attend a court session or local government public meeting.

Take a trip to a clinical facility, a local business, another HOSA chapter, or your state legislature.

Take a trip to an institution of higher learning offering advanced degrees in allied health.

Invite guest speakers from professional organizations.

Sponsor a job fair.

Hold a workshop on parliamentary procedure, public speaking, or job interviews.

Sponsor a debate.

Provide training for entries in HOSA leadership competitive events.

ASSIGNMENT SHEET #2

Invite guest speakers from the health care industry.

Community Service Activities

Letting your community know that you are there and that you care promotes understanding and goodwill. Plan and carry out at least one of the following activities that is appropriate to your community.

Invite members of a civic organization to a dinner; join them in a service project.

Entertain at an orphanage, hospital, nursing home, or mental institution.

"Adopt" a needy family for Thanksgiving; prepare a food basket for them.

Work to encourage people to vote at election time.

Hold a "voter awareness" seminar for students of voting age.

Plan and carry out a beautification/conservation/renovation project.

Participate in state or national service projects (eg. telethons.)

Collect toys for distribution to needy children at Christmastime.

Plan a consumer education program.

Hold a drug/alcohol abuse seminar.

Plan and carry out a highway safety check.

Hold a health fair; invite local physicians, nurses, and dentists to participate.

Assist with community blood drives.

HOSA Competitive Events

Preparing for and competing in your related-skill area or in a leadership area provides an opportunity for you to demonstrate your skills. Participate in at least one of the activities suggested below.

Work on project for local, state, and national competitive events.

Hold an open house when you have your local competitive events.

Participate in local, district, state, and national competitive events.

Develop a chapter scrapbook for Outstanding Chapter competitive event.

Conduct a public speaking competitive event.

ASSIGNMENT SHEET #2

Work with HOSA advisors to involve instructional program advisory committee in the administration of local competitive events.

Encourage as many members as possible to participate in *all* competitive events.

Publish competitive event dates and registration procedures.

Fund-Raising Activities

Planning and participating in fund-raising activities allows you the financial means to carry out other projects. Select at least one of the following ideas, or think of your own.

Run the concession stand at school events.

Have a bake sale.

Have a rummage sale.

Sell products from an approved HOSA fund raiser.

Sell greeting cards, school supplies, first-aid kits.

Raffle cakes, turkeys, small appliances, or a used car.

Sponsor a back-to-school, Christmas, or Valentine's Day dance.

Have a car wash.

Provide services using your health-related skills.

EXAMPLES: Cholesterol checks, dental checks

Safety Activities

Being aware of potential hazards, both on and off the job, is part of becoming a responsible employee and citizen. Select at least one activity from this category.

Invite a guest speaker to talk about occupational safety.

Show a film on safety.

Conduct a highway safety campaign.

Have a safety poster or essay contest.

Assist in a first-aid/CPR program.

Observe National Safety Week.

ASSIGNMENT SHEET #2

Provide a poison control list for home reference; distribute it throughout the community.

Sponsor a seat-belt awareness project.

Participate in Drunk Driving Prevention activities.

Social Activities

Getting to know each other in something other than a business or classroom setting leads to increased cooperation in school and community. Choose at least one activity from the following list.

Have a picnic or a backyard barbeque.

Organize a talent show.

Plan a banquet for parents, spouses, or children.

Host a reception or other social event for future HOSA members.

Sponsor a dance, perhaps with another student organization.

Host a faculty reception.

Organize a swimming or skating party.

Have a hayride.

Participate in inter-chapter athletic events.

Plan a student/industry appreciation activity.

Arrange for an all-school movie.

Public Relations/Publicity Activities

Informing the community of your achievements brings your chapter recognition. Remember that almost every HOE/HOSA activity you plan has public relations value. In addition to advising local news media on your programs, select at least one of the following activities.

Invite school administrators to visit a meeting.

Make a float for homecoming or holiday parade.

Plan an assembly on vocational education.

Circulate your chapter newsletter.

Publicize HOE/HOSA on a bulletin board or in a display case.

ASSIGNMENT SHEET #2

Join civic organization in a community service project.

Hold student/industry banquet.

Conduct a membership drive with posters, school intercom announcements, social events.

Have an official HOSA uniform day.

Sponsor an activity involving policy-makers (legislators, mayor, council members)

ASSIGNMENT SHEET #2

SAMPLE PROGRAM OF WORK

SEPTEMBER

Organizational Meeting (Orientation to HOSA)
Begin Preparing Scrapbook (Officer's Pictures in Newspaper)
Plan Year's Projects
100% Chapter Affiliation Club and HOSA 100 Club
Election and Installation of Officers

OCTOBER

HOSA Reception (Entertain New HOSA Members)
Dinner Meeting (Restaurant, with Guest Speaker, Alumni Members)
Attend District/State Leadership Conferences

NOVEMBER

Needy Family Project for Thanksgiving (Radio Announcement; Newspaper Coverage)
Dinner Meeting (Same as October)
Canned Food Drive

DECEMBER

Christmas Parade Float
Christmas Party (Dance with Other Student Organizations if Possible)
School Project (Bulletin Board, Christmas Music over School Intercom)

JANUARY

Dinner Meeting (Same as October)
Plan Blood Drive Week Activities
Plan Vo-Tech Week Activities

FEBRUARY

Open House for Parents
Plan for State Conference
Attend Regional Conference
Participate in Vo-Tech Week

MARCH

Community Project, Clean-Up, Paint-Up (News Coverage)

APRIL

Employer/Employee Banquet (News Coverage)
State Spring Conference (News Coverage)

ASSIGNMENT SHEET #2

MAY

May 15 Registration for National Conference
Last Meeting to Close Year (Offer Suggestions for Coming Year)
Evaluate Year's Activities
Children's Miracle Network Telethon

JUNE

Attend National Leadership Conference

JULY

(NOTE: Activities should be applied for the months of June and July for those chapters of 12-month students.)

HOSA ACTIVITIES
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — To be evaluated to the instructor's satisfaction.

Assignment Sheet #2 — To be evaluated to the instructor's satisfaction.

HOSA ACTIVITIES
UNIT II

TEST

NAME ______________________________ SCORE ____________

1. Match terms associated with HOSA chapter activities to their correct definitions. Write the correct numbers in the blanks.

_____a. Organized listing of the order of business for a meeting

_____b. Standing committee that acts to expedite chapter planning; usually made up of all officers

_____c. Set of rules for conducting a meeting with a minimum of advanced preparation

_____d. Written outline of the activities a HOSA chapter plans to accomplish during the year

1. Executive council/committee
2. Parliamentary procedure
3. Election committee
4. Agenda
5. Program of work
6. Program committee

2. List five characteristics of a good chairman.

a. ____

____

b. ____

____

c. ____

____

d. ____

____

e. ____

____

TEST

3. Match chapter officers to their duties. Write the correct numbers in the blanks.

______a. Gathers and assembles all materials in preparation for the chapter scrapbook

______b. Provides continuity to executive council; is an alumni member

______c. Presides over all chapter meetings; serves as ex officio member on all committees; coordinates and supervises all efforts of chapter officers and committees

______d. Keeps financial records of the chapter in accordance with local administrative policy on student organization funding

______e. Takes charge of all inspirational activities during chapter meetings and other functions

______f. Advises all members on correct parliamentary procedure

______g. Secures and sets up meeting rooms; attends the door during meetings and greets visitors; makes sure meeting room is comfortable; ensures that meetings proceed without outside interruption

______h. Prepares news releases regarding HOSA activities for all media

______i. Assists the president; presides over chapter activities in the absence of the president; serves as chairman of program committee

______j. Prepares and reads minutes of all chapter meetings; maintains membership list and record of attendance; answers all chapter correspondence promptly; counts and records all votes; reads all communications at meetings; prepares an agenda for meetings

1. Member-at-large
2. Historian
3. President
4. Chaplain
5. Treasurer
6. Parliamentarian
7. Sentinel
8. Reporter
9. Chapter advisor
10. Secretary
11. Vice-President

TEST

4. Arrange in order the steps of the election process. Write a "1" before the first step, a "2" before the second step, and so on.

   ______a. Nominate officers

   ______b. Hold election

   ______c. Appoint election committee

   ______d. Install new officers

   ______e. Campaign

5. State the primary purposes of committees.

   a. ____

   ____

   b. ____

   ____

   c. ____

   ____

6. Match common types of committees to their lengths of service. Write the correct numbers in the blanks.

   ______a. Appointed for entire year — 1. Special

   ______b. Appointed as needed for specific activities — 2. Standing

7. Arrange in order the steps in setting up committees. Write a "1" before the first step, a "2" before the second step, and so on.

   ______a. Officers make staffing assignments

   ______b. Executive council (chapter officers) decides which committees are needed

   ______c. Chapter president appoints chairmen

TEST

8. Select from the following list criteria for selection of HOSA voting delegates. Write an "X" in the blank before each correct answer.

______a. Serving as a state officer

______b. Active participation in all chapter meetings and assigned committees

______c. Maintaining a 4.0 grade average

______d. Successful achievement in classroom assignments and laboratory activities while maintaining achievement in other school subjects

9. List types of HOSA chapter activities for a program of work.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

10. Select from the following list considerations for selecting meaningful activities for a program of work. Write an "X" in the blank before each correct answer.

______a. Does activity make a lot of money for the chapter?

______b. Does activity contribute to program objectives?

______c. Does activity involve only chapter officers?

______d. Does activity contribute to HOSA goals?

______e. Does activity reflect the thinking of the entire group?

______f. Does activity reflect long-range as well as immediate plans?

______g. Does activity contribute to a good time?

______h. Does activity allow for committee work to contribute to the overall activity program?

______i. Does activity ensure that leadership development is a major part of all activities?

TEST

11. List the HOSA competitive events categories.

    a. ______________________________

    ____

    b. ______________________________

    ____

    c. ______________________________

    ____

    d. ______________________________

    ____

    e. ______________________________

    ____

    f. ______________________________

    ____

    g. ______________________________

    ____

12. Name two HOSA leadership training conferences available to members.

    a. ______________________________

    b. ______________________________

(NOTE: Test items 13 and 14 list the assignment sheets that are considered an important part of this test. If they have not been completed, check with your instructor.)

13. Participate in a HOSA installation ceremony.

14. Prepare a chapter program of work for an entire school year.

HOSA ACTIVITIES
UNIT II

ANSWERS TO TEST

1. a. 4
   b. 1
   c. 2
   d. 5

2. Any five of the following:

   a. Willingness to work
   b. Self-confidence
   c. Ability to use parliamentary procedure effectively
   d. Ability to make fair and impartial judgments
   e. Neat appearance
   f. Ability to listen to members and involve all members
   g. Dependable

3. a. 2
   b. 1
   c. 3
   d. 5
   e. 4
   f. 6
   g. 7
   h. 8
   i. 11
   j. 10

4. a. 2
   b. 4
   c. 1
   d. 5
   e. 3

5. a. To allow more students to become actively involved in chapter activities
   b. To distribute workload equally
   c. To provide chapter with information, or to make recommendations to chapter members

6. a. 2
   b. 1

7. a. 3
   b. 1
   c. 2

8. b, d

ANSWERS TO TEST

9. a. Professional activities
   b. Civic activities
   c. Service activities
   d. Social activities
   e. Fund-raising activities

10. b, d, e, f, h, i

11. a. Health occupations related events
    b. Health occupations skill events
    c. Individual leadership events
    d. Team leadership events
    e. Pilot events
    f. Demonstration events
    g. Other events

12. a. HOSA National Leadership Conference
    b. HOSA State Leadership Conference

13. Evalauted to satisfaction of instructor.

14. Evaluated to satisfaction of instructor.

PARLIAMENTARY PROCEDURE
UNIT III

UNIT OBJECTIVE

After completing this unit, the student should be able to use parliamentary procedure and participate in a chapter meeting. The student will show this knowledge by completing assignment sheets and unit test with a minimum score of eighty-five percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with parliamentary procedure to their correct definitions.
2. Select from a list the purposes of parliamentary procedure.
3. State the function of the gavel.
4. Match methods of voting to their correct definitions.
5. Match classifications of motions to their correct descriptions.
6. Match types of motions to their correct classifications.
7. Match parliamentary procedure to correct use during a meeting.
8. Arrange in order the steps in the progression of a motion (Rule of Eight).
9. State the purpose of a motion to amend.
10. List the three ways to amend a motion.
11. Select from a list the duties of a chapter president.
12. State the characteristics of a chapter parliamentary procedure team member.
13. Complete a table of parliamentary procedure motions.
14. Use resources to answer questions about parliamentary procedure.
15. Use correct order to process a motion (Rule of Eight).

PARLIAMENTARY PROCEDURE
UNIT III

SUGGESTED ACTIVITIES

I. Unit contents

   A. Objective sheet

   B. Suggested activities

   C. Supplement #1 — Parliamentary Procedure Crossword Puzzle

   D. Transparency masters

      1. TM #1 — Summary of Motions

      2. TM #2 — Steps to Process a Main Motion (Rule of Eight)

   E. Information sheet

   F. Assignment sheets

      1. Assignment Sheet #1 — Complete a Table of Parliamentary Procedure Motions

      2. Assignment Sheet #2 — Use Resources to Answer Questions About Parliamentary Procedure

      3. Assignment Sheet #3 — Use Correct Order to Process a Motion (Rule of Eight)

   G. Answers to assignment sheets

   H. Test

   I. Answers to test

II. Instructor's guide

   A. Obtain materials to supplement unit.

      1. *Robert's Rules of Order, Newly Revised* and the following book series are also available from the National Association of Parliamentarians, 6301 James A. Reed Road, Suite 114, Kansas City, Missouri 64133-4751.

      2. "Congratulations Series"

         a. *You Are the President*

         b. *You Are the Secretary*

         c. *You Are the Treasurer*

SUGGESTED ACTIVITIES

d. *You Are on the Committee*

e. *You Want to Learn How to Make and Amend Main Motions*

f. *You Want to Learn Definitions*

g. *You Are a Member*

B. Introduce unit by helping the student focus on the importance of learning to use parliamentary procedure.

- Have chapter officers conduct a mock chapter meeting for a class.

C. Provide students with objective sheet.

D. Discuss unit and specific objectives.

E. Provide students with information and assignment sheets.

F. Discuss information and assignment sheets.

1. Use Information Sheet, Section I, to help students comprehend parliamentary procedure terms.

    - Make copies of Supplement #1 crossword puzzle and use to reinforce terms in Section I.

2. Use Information Sheet, Section II to assist students in stating the purpose of parliamentary procedure.

    - Stress the importance of majority rule in meetings where parliamentary procedure is used; emphasize at the same time, that opinions of the minority are heard, and that minority ideas and rights are respected as well.

    - Explain to the students that some of the people (majority) elect the President of the United States but, following the election, the President serves all of the people.

3. Use Information Sheet, Section III, to discuss the function of the gavel. Be sure to refer to your constitution for the gavel taps and the members' responses.

4. Use Information Sheet, Section IV, to help students learn the different methods of voting.

    - Explain each method and have students practice using the different methods.

    - Explain when and where the different voting methods are used.

SUGGESTED ACTIVITIES

5. Use Information Sheet, Section V, and Transparency #1 to help students learn the different classifications of motions.
   - Explain each classification in depth; provide examples of times when the different classifications of motions are used.
   - Have students practice stating motions.
6. Combine Information Sheet, Sections VI and VII, and Assignment Sheet #1 to help students use different kinds of motions.
   - Discuss the different kinds of motions that can be used in conducting a meeting.
   - Provide examples to help students see how the motions are used.
   - Use Transparency #1 to assist students in using different kinds of motions.
   - Provide copies of *Roberts Rules of Order* so students can complete Assignment Sheet #1.
   - Review Assignment Sheet #1 so that students can use the motions table to complete Assignment Sheet #2, or distribute copies of Transparency #1 so that students will have a copy of the completed table.
7. Use Information Sheet, Section VIII and Assignment Sheet #3 to teach students the progression of a motion (Rule of Eight).
   - Use Transparency #2 to discuss the Rule of Eight.
   - Allow each student to present a motion.
   - Use the following examples to reinforce Section VIII.
     a. "I move that the chapter conduct a parliamentary procedure seminar on October 12."
     b. "I move that the chapter have a car wash to raise money to pay air expenses to the state meeting."
     c. "I move that the chapter present an engraved plaque to our advisor."
     d. "I move that the chapter plan a Christmas Party for the senior citizens in the community."
     e. "I move that the chapter donate $500 to the Children's Miracle Network Telethon."

SUGGESTED ACTIVITIES

8. Use Information Sheet, Sections IX and X, and review Assignment Sheet #3 to help students learn the correct way to amend a motion.

    - Allow each student the opportunity of amending a motion. Appoint a class member as president.

9. Use Information Sheet, Section XI to help students learn the duties of the president.

    - Ask president of chapter to talk to the class and to explain the responsibilities for carrying out the duties of the presiding officer.

10. Use Information Sheet, Section XII to help students prepare to be members of the parliamentary procedure team.

    - Have the parliamentary procedure team conduct a meeting for the class. Make sure that the team uses at least five parliamentary procedure points.

    - Have students evaluate the performance of the team using the information in Section XII.

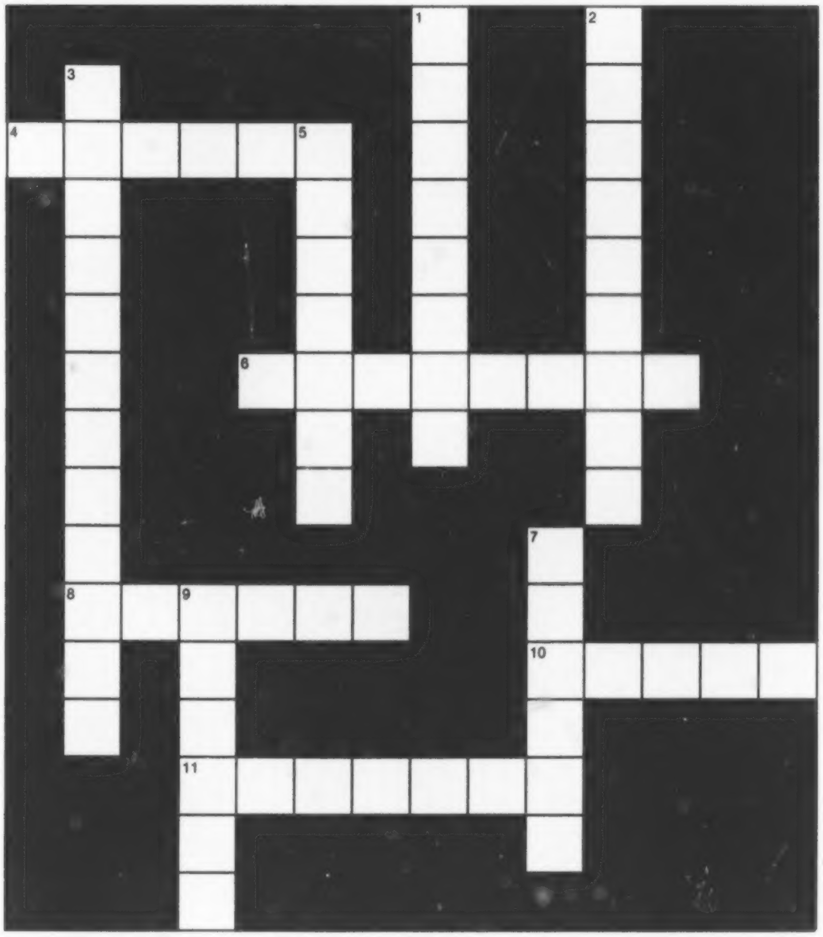
G. Give test.

H. Critique test and discuss it with the class.

III. Unit reference — *Robert's Rules of Order, Newly Revised*, Glenview, Illinois: Scott, Foresman, 1981.

PARLIAMENTARY PROCEDURE
UNIT III

SUPPLEMENT #1 — PARLIAMENTARY PROCEDURE CROSSWORD PUZZLE


1
2
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9
10
11

SUPPLEMENT #1

CROSSWORD CLUES

ACROSS

4. The number of members needed to be present to legally transact business

6. Less than half

8. Formal discussion of a motion

10. The presiding officer of the meeting

11. The official close of the meeting

DOWN

1. A demand by a single member that the vote be retaken by rising

2. A small group of people designated to perform a specific function

3. Set of rules for conducting a meeting in an organized and efficient manner

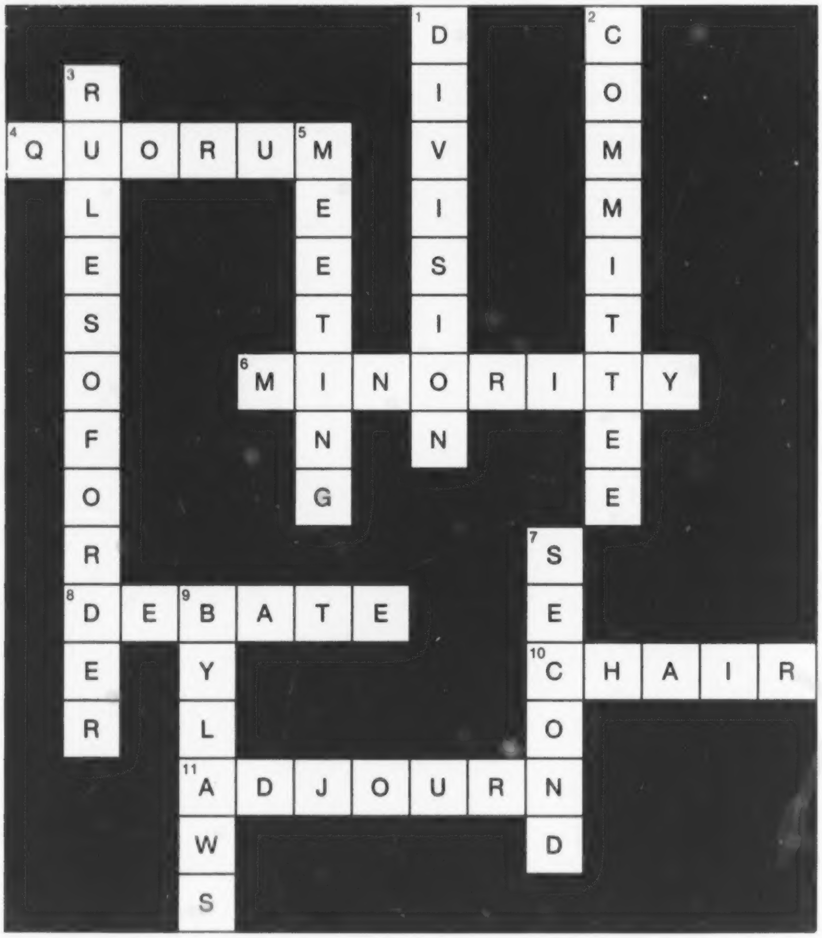
5. A single official gathering of a society's members to transact business

7. Another member agrees that the motion should come before the assembly

9. The document that contains a society's own basic rules relating principally to itself as an organization, rather than to the parliamentary procedure it follows

SUPPLEMENT #1

ANSWERS TO CROSSWORD


1 DIVISION
2 COMMITTEE
3 RULES OF ORDER
4 QUORUM
5 MEETING
6 MINORITY
7 SECOND
8 DEBATE
9 BYLAWS
10 CHAIR
11 ADJOURN

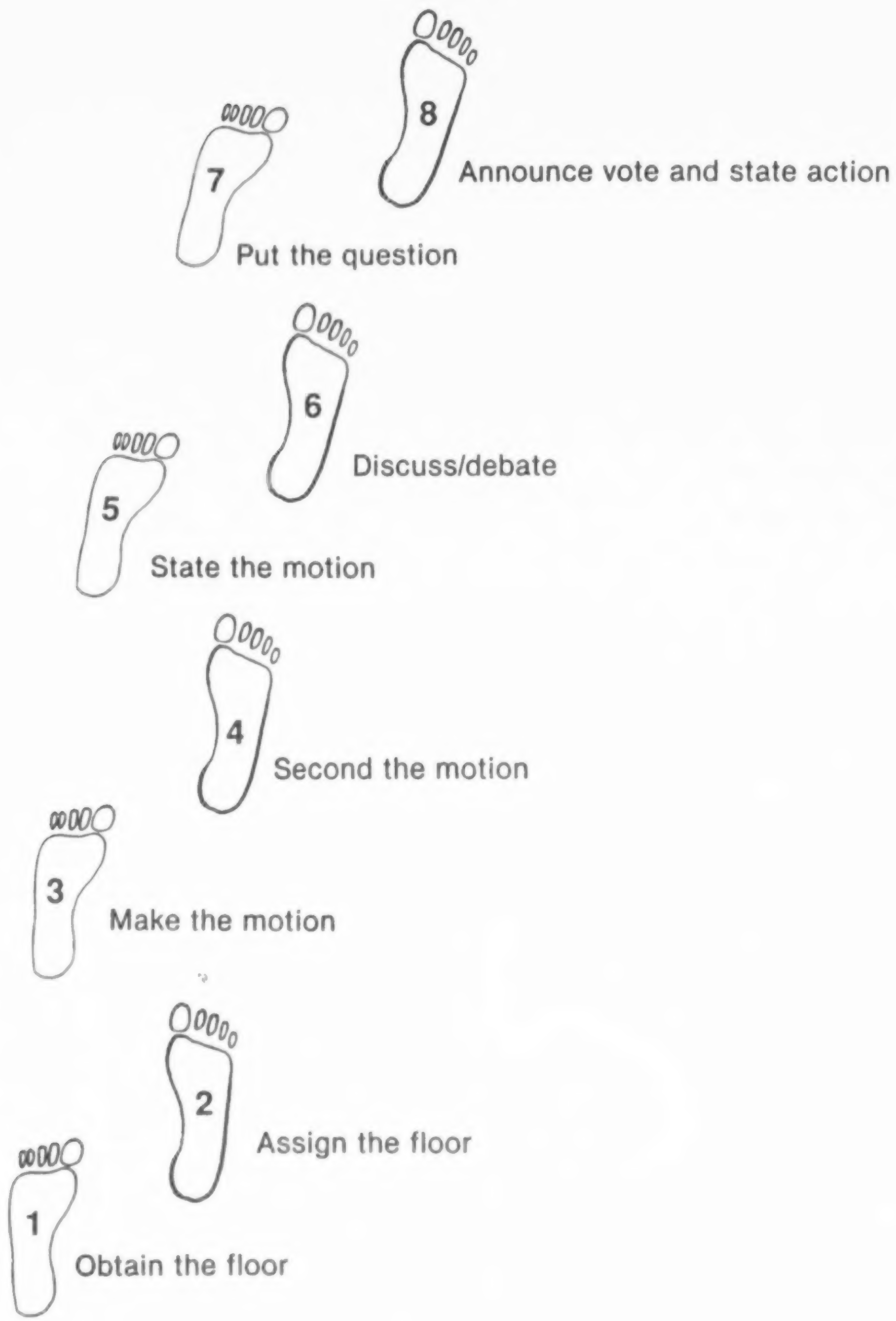
Summary of Motions

Kind	Second Required	Debatable	Amendable	Vote Required	Can be Reconsidered
Fix the time to which to adjourn	Yes	No	Yes	M	Yes
Adjourn	Yes	No	No	M	No
Recess	Yes	No	Yes	M	No
Raise a question of privilege	No	No	No	Chair grants	No
Call for the orders of the day	No	No	No	Demand	No
Lay on the table	Yes	No	No	M	No
Previous question	Yes	No	No	$2/3$	Yes
Limit debate	Yes	No	Yes	$2/3$	Yes*
Postpone definitely	Yes	Yes	Yes	M*	Yes
Commit	Yes	Yes	Yes	M	Yes*
Amend	Yes	Yes*	Yes	M	Yes
Postpone indefinitely	Yes	Yes	No	M	Aff. only
Main motion	Yes	Yes	Yes	M	Yes
Appeal	Yes	Yes*	No	Majority in negative	Yes
Consideration by paragraph	Yes	No	Yes	M	No
Division of the assembly	No	No	No	Demand	No
Division of a question	Yes	No	Yes	M	No
Objection to the consideration	No	No	No	$2/3$ opposed	Neg. only
Parliamentary inquiry	No	No	No	Chair Answers	No
Point of order	No	No	No	Chair rules	No
Suspend the rules	Yes	No	No	$2/3$	No
Reconsider	Yes	Yes*	No	M	No
Take from the table	Yes	No	No	M	No

*See *Robert's Rules of Order, Newly Revised* for exceptions.

Steps to Process a Main Motion

(Rule of Eight)


8 Announce vote and state action
7 Put the question
6 Discuss/debate
5 State the motion
4 Second the motion
3 Make the motion
2 Assign the floor
1 Obtain the floor

PARLIAMENTARY PROCEDURE
UNIT III

INFORMATION SHEET

I. Terms and definitions

- A. Rules of order — Set of rules for conducting a meeting in an organized and efficient manner
- B. Quorum — The number of members needed to be present to legally transact business
- C. Minority — Less than half
- D. Meeting — A single official gathering of an organization's members to transact business
- E. Debate — Formal discussion of a motion
- F. Second — Another member agrees that the motion should come before the assembly
- G. Chairman — The presiding officer of the meeting
- H. Adjourn — The official close of the meeting
- I. Bylaws — The document that contains an organization's own basic rules relating principally to itself as an organization, rather than to the parliamentary procedure it follows
- J. Division — A demand by a single member that the vote be retaken by rising
- K. Committee — A small group of people designated to perform a specific function
- L. Majority — More than half

II. Purposes of parliamentary procedure

- A. Democracy in action
- B. Justice to all
- C. Rule of the majority
- D. Rights of the minority
- E. Rights of individual members
- F. Rights of the absentee members should be protected
- G. Pursuing only one item at a time

INFORMATION SHEET

III. Function of the gavel — To exercise authority in support of self-government and orderly procedure

The taps of the gavel are indicated below:

One Tap = a main motion has been passed or rejected
OR
the meeting is adjourned

Two Taps = calls the meeting to order

Three Taps = all members stand during the opening and closing ceremonies

IV. Methods of voting

A. Voice vote — Members vote by saying "aye" or "no"

B. Rising vote — Members vote by standing

C. Ballot vote — Members cast a secret, written vote

D. Roll call vote — Members vote when their name is called

E. Voting by mail — Members send in their vote by mail

F. Proxy voting — A power of attorney given by one person to another to vote in their stead

G. Show of hands — An alternate method that can be used in place of rising vote in very small assemblies

V. Classifications of motions

A. Main motion — The basis of all parliamentary procedure. Provides method of bringing business before the assembly for consideration and action. Can only be introduced if no other business is pending

Subsidiary motion — Those that may be applied to another motion for the purpose of modifying it, delaying action on it, or disposing of it

C. Privileged motion — Are such that, while having no relation to the pending question, are of such urgency or importance that they are entitled to immediate consideration; relate to members, and to the organization, rather than to particular items of business

D. Incidental motion — Are those (1) which arise out of a pending question, (2) which arise out of a question that has just been pending; or (3) that relate to the business of the assembly. Incidental motions usually apply to the method of transacting business rather than to the business itself. They have no rank among themselves because they are in order whenever they are incidental to the business of the assembly.

E. Restorative motion — Are motions which brings a question again before the assembly for its consideration

INFORMATION SHEET

VI. Classification and types of motions

  A. Privileged — In order from highest ranking to lowest ranking

    1. Fix the time at which to adjourn
    2. Adjourn
    3. Recess
    4. Raise the question of privilege
    5. Call for the orders of the day

  B. Subsidiary — In order from highest ranking to lowest ranking

    1. Lay on the table
    2. Previous question
    3. Limit or extend limits of debate
    4. Postpone to a certain time (definitely)
    5. Commit (refer to a committee)
    6. Amend
    7. Postpone indefinitely

  C. Main — Main motion or main question

  D. Incidental

    1. Appeal
    2. Consideration by paragraph or seriatim
    3. Division of the assembly
    4. Division of a question
    5. Objection to the consideration of the question
    6. Parliamentary inquiry
    7. Point of order
    8. Suspend the rules

  E. Restorative

    1. Reconsider
    2. Take from the table

INFORMATION SHEET

VII. Use of parliamentary procedure during a meeting (Table 1)

Parliamentary Procedure	Use During Meeting
Main motion	Present business for action
Postpone indefinitely	Kill the main motion
Lay on the table	Set matter aside for an emergency reason
Amend	Change or modify
Commit or refer to a committee	Let a few members attend to a matter
Previous question	Stop debate and amendments and order immediate vote
Suspend the rules	Do something contrary to the rules
Withdraw a motion	Prevent a motion from being voted on
Objection to consideration of the question	Determine whether a question is in accord with bylaws
Question of privilege	Attend to well-being and comfort of the chapter members
Adjourn	Dismiss members from meeting
Fix the time to which to adjourn	Set a time for next meeting
Reconsider	Provide an opportunity to vote a second time on a matter
Parliamentary inquiry	Ask question relating to parliamentary procedure
Point of order	Call attention to procedural error
Appeal	Allow member to question the decision of the chair
Take from the table	Take up an item that was laid on the table
Limit debate	Establish length of time for discussion
Postpone definitely	Defer a matter to a specified time
Rescind	Cancel action taken by chapter
Division of the assembly	Question the chair's decision on a voice vote

INFORMATION SHEET

VIII. Steps in the progression of a motion (Transparency #2)

A. Member rises and addresses the presiding officer

EXAMPLE: "Mr./Madame President . . . "

B. Member is recognized

C. Member proposes the motion

EXAMPLE: "I move that . . . "

D. Another member seconds the motion without rising or addressing the chair

EXAMPLE: "Second"

E. Presiding officer states the motion

EXAMPLE: "It is moved and seconded that . . . "

F. Assembly debates and/or amends the motion

G. Presiding officer takes the vote

EXAMPLE: "As many as are in favor say aye. Those opposed say no."

H. The result of the vote is announced

EXAMPLE: "The ayes have it, the motion is adopted, and the chapter will . . . "

IX. Purpose of motion to amend — to modify the wording, and within certain limits the meaning, of a pending motion before the pending motion itself is acted upon

X. Ways to amend a motion

A. By inserting or adding

EXAMPLE: "I move to amend the motion by inserting the word 'personal' before the word 'computer'."

B. By striking out

EXAMPLE: "I move to amend the motion by striking out the words 'not to exceed $1000'."

C. By striking out and inserting

EXAMPLE: "I move to amend the motion by striking out the word 'apple' and inserting the word 'cherry'."

INFORMATION SHEET

XI. Duties of the chapter president

- A. Deciding the order of speakers
- B. Remaining impartial
- C. Restraining speakers within the limits of the rules
- D. Enforcing good decorum in debate
- E. Deciding on points of order
- F. Avoiding influencing a vote by commenting on a motion

XII. Characteristics of a parliamentary procedure team member

- A. Desires to work
- B. Is able to use parliamentary procedure
- C. Has strong, clear voice
- D. Is calm
- E. Possesses self-confidence
- F. Is humble
- G. Is dependable

PARLIAMENTARY PROCEDURE
UNIT III

ASSIGNMENT SHEET #1 — COMPLETE A TABLE OF PARLIAMENTARY PROCEDURE MOTIONS

NAME ______________________________ SCORE ______________

As a member, you will be a part of the decision-making body of the chapter. The chapter meeting is the place where chapter business is conducted and decisions are made. Meetings go smoothly when correct parliamentary procedure is used.

The purpose of this assignment sheet is to provide you with the opportunity to practice using the different types of motions. The table that follows gives the classifications and types of motions. You are responsible for stating (1) whether a second is required, (2) whether the motion is debatable, (3) whether the motion is amendable, (4) whether the motion requires a two-thirds or simple majority vote or none, and (5) whether the motion can be reconsidered. Write "yes," "no," or the vote required in the appropriate blanks.

Types of Motions	Second Required	Debatable	Amendable	Vote Required	Can be Reconsidered
Fix the time to which to adjourn					
Adjourn					
Recess					
Raise a question of privilege					
Call for the orders of the day					
Lay on the table					
Previous question					
Limit debate					
Postpone definitely					
Commit					
Amend					
Postpone indefinitely					
Main motion					
Appeal					
Consideration by paragraph					
Division of the assembly					
Division of a question					
Objection to the consideration					
Parliamentary inquiry					
Point of order					
Suspend the rules					
Reconsider					
Take from the table					

*See *Robert's Rules of Order, Newly Revised* for exceptions.

PARLIAMENTARY PROCEDURE
UNIT III

ASSIGNMENT SHEET #2 — USE RESOURCES TO ANSWER QUESTIONS ABOUT PARLIAMENTARY PROCEDURE

NAME ______________________________ SCORE ______________

It takes a great deal of study and practice to learn the correct use of parliamentary procedure.

Use your Information Sheet and Assignment Sheet #1 to answer the following questions and complete the following statements.

A. Name two motions that require a two-thirds vote.

1. ______________________________

2. ______________________________

B. What is the purpose of a motion? ______________________________

____

C. What is the purpose of an amendment? ______________________________

____

D. Name five motions that do not require a second.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

E. Name four motions that are not amendable.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

ASSIGNMENT SHEET #2

F. Name three ways a motion may be amended.

1. ______________________________

2. ______________________________

3. ______________________________

		YES	NO
G.	Is the motion to take from the table debatable?		
H.	Does the motion to adjourn have to be seconded?		
I.	Does an amendment require a second before it can be discussed?		
J.	Is the motion to lay on the table debatable?		
K.	Does the motion to suspend the rules require a two-thirds vote?		
L.	Is it necessary to rise when seconding a motion?		
M.	Should the presiding officer stand when addressing the chapter?		
N.	Is the motion to lay on the table a subsidiary motion?		
O.	Is the motion to amend always amendable?		
P.	Does the motion to amend always require a second?		
Q.	Is the motion to amend always debatable?		
R.	May the motion to amend be reconsidered?		
S.	Does the motion to lay on the table require a second?		
T.	Is the motion to lay on the table amendable?		
U.	Does the motion to lay on the table require a majority vote?		
V.	Is the motion to adjourn, if a privileged motion, debatable?		
W.	Should the presiding officer always be addressed as Mr. or Madam President?		
X.	May members discuss a motion before it is seconded?		
Y.	Is a good presiding officer tactful, helpful, and fair?		

ASSIGNMENT SHEET #2

		YES	NO
Z.	May a motion to refer to a committee be debated?		
AA.	Is a majority vote required in order to confirm a point of order?		
BB.	Does a tie vote on an appeal reverse the decision of the chair?		

PARLIAMENTARY PROCEDURE
UNIT III

ASSIGNMENT SHEET #3 — USE CORRECT ORDER TO PROCESS A MOTION (RULE OF EIGHT)

NAME ______________________________ SCORE ______________

Chapter members are responsible for using correct procedures to progress a motion that is before the membership. Although it is a simple process, it requires some practice.

Write the correct order to progress a motion for the situations below.

A. Write the steps necessary to move the main motion, which is "The chapter have a party on Friday, March 15 at 6:30 P.M."

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

B. Write the correct steps to amend the main motion by changing the time from 6:30 P.M. to 7:30 P.M.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

PARLIAMENTARY PROCEDURE
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Kind	Second Required	Debatable	Amendable	Vote Required	Can be Reconsidered
Fix the time to which to adjourn	Yes	No	Yes	M	Yes
Adjourn	Yes	No	No	M	No
Recess	Yes	No	Yes	M	No
Raise a question of privilege	No	No	No	Chair grants	No
Call for the orders of the day	No	No	No	Demand	No
Lay on the table	Yes	No	No	M	No
Previous question	Yes	No	No	2/3	Yes
Limit debate	Yes	No	Yes	2/3	Yes*
Postpone definitely	Yes	Yes	Yes	M*	Yes
Commit	Yes	Yes	Yes	M	Yes*
Amend	Yes	Yes*	Yes	M	Yes
Postpone indefinitely	Yes	Yes	No	M	Aff. only
Main motion	Yes	Yes	Yes	M	Yes
Appeal	Yes	Yes*	No	Majority in negative	Yes
Consideration by paragraph	Yes	No	Yes	M	No
Division of the assembly	No	No	No	Demand	No
Division of a question	Yes	No	Yes	M	No
Objection to the consideration	No	No	No	2/3 opposed	Neg. only
Parliamentary inquiry	No	No	No	Chair Answers	No
Point of order	No	No	No	Chair rules	No
Suspend the rules	Yes	No	No	2/3	No
Reconsider	Yes	Yes*	No	M	No
Take from the table	Yes	No	No	M	No

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #2

A. Any of the following are correct
   1. Objection to the considerations of the questions
   2. Limit debate
   3. Suspend the rules
   4. Previous question

B. To place information before the assembly

C. To modify, change, or clarify a motion

D.
   1. Question of privilege
   2. Point of order
   3. Division of the assembly
   4. Parliamentary inquiry

E. Answer should include any four of the following
   1. Adjourn
   2. Question of privilege
   3. Point of order
   4. Appeal
   5. Suspend the rules
   6. Division of the assembly
   7. Parliamentary inquiry
   8. Lay on the table
   9. Previous question
   10. Call for the orders of the day
   11. Objection to the consideration of the question
   12. Postpone indefinitely
   13. Take from the table
   14. Reconsider

F.
   1. Inserting or adding
   2. Striking out
   3. Striking out and inserting

G. No
H. Yes
I. Yes
J. No
K. Yes
L. No
M. Yes
N. Yes
O. Yes
P. Yes
Q. No
R. Yes
S. Yes
T. No
U. Yes
V. No

ANSWERS TO ASSIGNMENT SHEETS

W. Yes
X. No
Y. Yes
Z. Yes
AA. No
BB. No

Assignment Sheet #3

A. 1. Member rises and addresses the presiding officer
   2. Member is recognized
   3. Member says, "I move that our chapter have a party on Friday, March 15, at 6:30 P.M."
   4. Another member seconds the motion
   5. Presiding officer states motion
   6. Motion is debated
   7. Presiding officer takes the vote
   8. The result of the vote is announced

B. 1. Member rises and addresses the presiding officer
   2. Member is recognized
   3. Member says, "I move to amend the main motion by striking out the words '6:30 P.M.' and inserting the words '7:30 P.M.'"
   4. Another member seconds the amendment
   5. Presiding officer states the amendment
   6. The amendment is debated
   7. Presiding officer takes the vote on the amendment
   8. The result of the vote is announced

PARLIAMENTARY PROCEDURE
UNIT III

TEST

NAME ____ SCORE ________________

1. Match terms associated with parliamentary procedure to their correct definitions. Write the correct numbers in the blanks.

______a. To close or terminate a meeting

______b. An official gathering of the members in order to transact business

______c. Less than half

______d. A small group of people designated to perform a specific function

______e. Another member agrees that a motion should come before the assembly

______f. Set of rules for conducting a meeting in an organized and efficient manner

______g. The number of members needed to be present to legally transact business

______h. Formal discussion of a motion

______i. A demand by a single member that the vote be retaken by rising

______j. The document that contains an organization's own basic rules relating principally to itself as an organization, rather than to the parliamentary procedure it follows

______k. The presiding officer of the meeting

______l. More than half

1. Second
2. Rules of order
3. Bylaws
4. Meeting
5. Chairman
6. Committee
7. Debate
8. Main motion
9. Minority
10. Division
11. Quorum
12. Adjourn
13. Majority

2. Select from the following list purposes of parliamentary procedure. Write an "X" in the blank before each correct answer.

______a. Allowing majority to rule while respecting the rights of the minority

______b. Limiting debate to five minutes

______c. Letting president control intent of meeting

TEST

______d. Allowing equal rights to all members

______e. Controlling what the chapter does

______f. Allowing full and free debate

______g. Handling up to four items at a time

3. State the function of the gavel.

4. Match methods of voting to their correct definitions. Write the correct numbers on the blanks.

______a. Members vote by standing

______b. Members vote by saying "aye" or "no"

______c. Members cast a secret written vote

______d. A power of attorney

______e. Voting when name is called

1. Voice vote
2. Proxy
3. Secret ballot
4. Show of hands
5. Roll call vote
6. Rising vote

5. Match types of motions to their correct descriptions. Write the correct numbers in the blanks.

______a. Motions that have no relation to the pending question but are of such urgency or importance that it is entitled to immediate consideration

______b. Motion that may be applied to another motion for the purpose of modifying it, delaying action on it, or disposing of it

______c. Motions that bring a question again before the assembly for its consideration

______d. Motions that provide method of bringing business before the assembly for consideration and assembly action

______e. Motions that arise out of a pending question; that arise out of a question that has just been pending; or that relates to the business of the assembly

1. Main
2. Amended
3. Subsidiary
4. Privileged
5. Incidental
6. Restorative

TEST

6. Match types of motions to their correct classifications. Write the correct numbers in the blanks. Answers may be used more than once.

______a. Objection to the consideration of the question

______b. Main motion or main question

______c. Point of order

______d. Amend

______e. Refer to a committee

______f. Parliamentary inquiry

______g. Adjourn

______h. Lay on the table

______i. Division of the assembly

______j. Postpone definitely

______k. Suspend the rules

______l. Previous question

______m. Limit debate

______n. Appeal

______o. Take from the table

______p. Postpone indefinitely

______q. Reconsider

______r. Question of privilege

1. Subsidiary
2. Main
3. Privileged
4. Incidental
5. Restorative

TEST

7. Match parliamentary procedures to the correct uses during a meeting. Write correct numbers in the blanks.

______a. Question the chair's decision on a voice vote

______b. Present business for action

______c. Cancel action taken by the chapter

______d. To kill the main motion

______e. Defer a matter to a specified time

______f. Set aside a matter for an emergency reason

______g. Establish length of time for discussion

______h. Change or modify

______i. Take up an item that was set aside for an emergency reason

______j. Let a few attend to a matter

______k. Allows member to question the decision of the chair

______l. Stop debate and amendments and order an immediate vote

______m. Call attention to procedural error

______n. Do something contrary to the rules

______o. Ask question related to parliamentary procedure

______p. Prevent a motion from being voted on

______q. Provide an opportunity to vote a second time on a matter

______r. Determine whether a question is in accord with bylaws

______s. Set a time for the next meeting

______t. Attend to well-being and comfort of the chapter members

______u. Dismiss members from meeting

1. Adjourn
2. Main motion
3. Postpone indefinitely
4. Division of the assembly
5. Rescind
6. Lay on the table
7. Limit debate
8. Amend
9. Commit or refer to a committee
10. Take from the table
11. Previous question
12. Appeal
13. Suspend the rules
14. Withdraw a motion
15. Objection to consideration
16. Question of privilege
17. Fix the time to which to adjourn
18. Reconsider
19. Parliamentary inquiry
20. Point of order
21. Postpone definitely

TEST

8. Arrange in order the following steps in the progression of a motion. Write a "1" before the first step, a "2" before the second step, and so on.

______a. Assembly debates and/or amends the motion

______b. Member proposes the motion

______c. Member rises and addresses the presiding officer

______d. Result of the vote is announced

______e. Presiding officer states the motion

______f. Member is recognized

______g. Presiding officer takes the vote

______h. Another member seconds the motion without rising or addressing the chair

9. State the purpose of a motion to amend.

____

____

10. List the common ways to amend a motion.

a. ____

b. ____

c. ____

11. Select from the following list the duties of the chapter president. Write an "X" in the blank before each correct answer.

______a. Appointing committees

______b. Deciding the order of speakers

______c. Voting on all motions introduced

______d. Enforcing good decorum in debate

______e. Influencing a vote by giving own opinion

______f. Seconding motions

______g. Deciding points of order

TEST

______h. Restraining speakers within the limits of the rules

______i. Favoring friends and senior members

12. State four characteristics of a parliamentary procedure team member.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

(NOTE: Test questions 13 through 15 list assignment sheets. They are an important part of this unit. If they have not been completed, check with your instructor.)

13. Complete a table of parliamentary procedure motions.

14. Use resources to answer questions about parliamentary procedure.

15. Use correct order to process a motion (Rule of Eight).

PARLIAMENTARY PROCEDURE
UNIT III

ANSWERS TO TEST

1. a. 12
   b. 4
   c. 9
   d. 6
   e. 1
   f. 2
   g. 11
   h. 7
   i. 10
   j. 3
   k. 5
   l. 13

2. a, d, f

3. The function of the gavel is to exercise authority in support of self-government and orderly procedure

4. a. 6
   b. 1
   c. 3
   d. 2
   e. 5

5. a. 4
   b. 3
   c. 6
   d. 1
   e. 5

6. a. 4
   b. 2
   c. 4
   d. 1
   e. 1
   f. 4
   g. 3
   h. 1
   i. 4
   j. 1
   k. 4
   l. 1
   m. 1
   n. 4
   o. 5
   p. 1
   q. 5
   r. 3

7. a. 4
   b. 2
   c. 5
   d. 3
   e. 21
   f. 6
   g. 7
   h. 8
   i. 10
   j. 9
   k. 12
   l. 11
   m. 20
   n. 13
   o. 19
   p. 14
   q. 18
   r. 15
   s. 17
   t. 16
   u. 1

8. a. 6
   b. 3
   c. 1
   d. 8
   e. 5
   f. 2
   g. 7
   h. 4

9. To modify the wording, and within certain limits the meaning, of a pending motion before the pending motion itself is acted upon

ANSWERS TO TEST

10. a. By inserting or adding
    b. By striking out
    c. By striking out and inserting

11. b, d, g, h

12. Answer should include any four of the following
    a. Desires to work
    b. Is able to use parliamentary procedure
    c. Has strong, clear voice
    d. Is calm
    e. Possesses self-confidence
    f. Is humble
    g. Is dependable

13. To be evaluated to the instructor's satisfaction.

14. To be evaluated to the instructor's satisfaction.

15. To be evaluated to the instructor's satisfaction.

BECOMING A HOSA LEADER
UNIT IV

UNIT OBJECTIVE

After completing this unit, the student should be able to apply leadership skills in the community and local chapter. The student will show this ability by completing assignment sheets and job sheet and by achieving at least a minimum score of eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Define *leadership*.
2. List seven characteristics of a leader.
3. Select from a list the reasons for becoming a good leader.
4. Select from a list the steps in becoming a good leader.
5. Match styles of leadership to correct descriptions.
6. State examples of ways to demonstrate leadership.
7. Select from a list characteristics of an active HOSA member.
8. Select from a list characteristics of a strong HOSA chapter leader.
9. Discuss the ways to make a good first impression.
10. Select from a list proper manners to use when eating in public.
11. Match roles found in groups to correct descriptions.
12. List categories of organizations where leadership skills may be used.
13. Identify leaders within your community.
14. Interview a person in a leadership role.
15. Rate yourself as a leader.
16. Demonstrate the ability to tie a necktie or scarf.

BECOMING A HOSA LEADER
UNIT IV

SUGGESTED ACTIVITIES

I. Unit contents

- A. Objective sheet
- B. Suggested activities
    - 1. Supplements
        - a. Supplement #1 — Leadership Handouts
        - b. Supplement #2 — Production Company Simulation Game
    - 2. Transparency masters
        - a. TM #1 — Leadership
        - b. TM #2 — Traits of a Good Leader
        - c. TM #3 — Leadership Styles
        - d. TM #4 — Roles Found in Groups
        - e. TM #5 — Roles Found in Groups (Continued)
        - f. TM #6 — Roles Found in Groups (Continued)
        - g. TM #7 — Roles Found in Groups (Continued)
        - h. TM #8 — Roles Found in Groups (Continued)
- C. Information sheets
- D. Assignment sheets
    - 1. Assignment Sheet #1 — Identify Leaders Within Your Community
    - 2. Assignment Sheet #2 — Interview a Person in a Leadership Role
    - 3. Assignment Sheet #3 — Rate Yourself as a Leader
- E. Job Sheet #1 — Tie a Necktie or Scarf
- F. Test
- G. Answers to test

SUGGESTED ACTIVITIES

II. Instructor's guide

A. Obtain materials to supplement unit.

1. Video tape — *The Miracle Man*. This tape is available from American Media, Inc.; 1454 30th Street, Suite 105; West Des Moines, Iowa 50265. You may also call toll free 1-800-262-2557.

2. Books

a. *The Situational Leader* by Paul Hersey. This book is available through most libraries or may be purchased from Warner Books, Inc., c/o Ballantine Books, Inc., 201 East 50th Street, New York, New York 10022. You may also call 1-800-638-6460 or (212) 751-2600.

b. *Management of Organizational Behavior: Utilizing Human Resources* by Paul Hersey and Kennith H. Blanchard. This book is available through most libraries or may be purchased from Prentice-Hall, Inc.; 200 Old Tappan Road, Old Tappan, New Jersey 07675. You may also call (201) 767-5049.

c. *Leadership Development* by George Shinn. This book is available through most libraries or may be purchased from McGraw-Hill, Inc.; 1221 Avenue of the Americas, New York, New York 10020. You may also call 1-800-628-0004 or (212) 512-2000.

B. Gather scissors, tape, and construction paper if you are going to use Supplement #2, Production Company Simulation Game.

C. Read the unit and relevant portions of one or more of the books previous mentioned.

D. Provide your students with the objective sheet.

E. Discuss unit and specific objectives.

1. Emphasize the relationship between membership and leadership that must exist in any successful operating organization.

- Introduce the idea that psychologists say that we, the followers, set the limits for what our leaders will be—and where we want them to lead us. Ask your students to react.
- Write selected quotations on the chalkboard to help your students focus on the relationship between leaders and followers.

"When a genuine leader has done his work, his followers will say, 'we have done it ourselves,' and feel that they can do great things without leaders."

Eric Hoffer
Longshoreman-philosopher

SUGGESTED ACTIVITIES

"You take people as far as they will go, not as far as you would like them to go."

Jeannette Rankin
Congresswoman

"In the world men must deal with people according to what they are, and not what they ought to be; and the great art of life is to find out what they are, and act with them accordingly."

Charles C. F. Greville
English political writer

"I make progress by having people around me who are smarter than I am—and listening to them. And I assume that everyone is smarter about something than I am."

Henry Kaiser
Industrialist

"No man will make a great leader who wants to do it all himself or to get all the credit for doing it."

Andrew Carnegie
Industrialist

F. Discuss information, assignment, and job sheets.

1. Help your students develop personal meaning for the word "leadership." Use Information Sheet, Sections I, II, and III, Transparencies #1 through #3; Supplement #1; and Assignment Sheets #1 and #2.

   - Write names of selected leaders on chalkboard. Ask your students if they can identify or associate with any of them. Why or why not? Ask your students what leadership qualities they associate with each leader.

     Martin Luther King (black leader who headed the Southern Christian Leadership Conference)

     John F. Kennedy (president of the United States; first Catholic president)

     Vince Lombardi (coach of Green Bay Packers and Washington Redskins)

     Chris Evert (tennis champion)

SUGGESTED ACTIVITIES

Neil Armstrong (astronaut; first man on the moon)

Gloria Steinem (leader in the feminist movement)

Shirley Temple Black (diplomat; former actress)

- Ask your students to write the names of at least six national and world leaders that they admire and the names of leaders they do not admire. Ask the students to discuss why they do or do not respect these leaders.
- Help your students make appointments to complete Assignment Sheet #2. Make suggestions or recommendations as needed.

2. Explain carefully the steps of becoming a good leader as presented in Information Sheet, Section IV.
   - Ask your students how they think the leaders mentioned previously became leaders.
   - Ask your students how they might improve themselves as leaders in school.
   - Have your students complete Assignment Sheet #3 and discuss the results with the class. This openness will help your students become leaders.
3. Use Transparency #3 to help discuss Information Sheet, Section V.
   - Ask your students how they would categorize the leaders that were discussed earlier.
   - Make a list of various leaders in your community or school on the chalkboard and have your students place each leader in the right category.

     (NOTE: Explain to your students that the categorization that the class arrives at for particular leaders may or may not be exact. You may also add that under given situations, a leader may be required to change leadership style.)
4. Help students begin to realize that leadership is displayed in many ways; use Information Sheet, Section VI.
   - Use Supplement #2, Production Company Simulation Game, to demonstrate the interdependence existing between leaders and followers.

     (NOTE: To be most effective, this simulation should be repeated in five-minute time intervals four times during one class period.)

SUGGESTED ACTIVITIES

- After playing Production Company Simulation Game, ask the following questions:

  What planning, assessing, organizing, delegating, or specializing took place?

  What roles did you see in each group?

  Was there a display of good leadership qualities such as tactfulness, enthusiasm, encouragement, discipline, instruction, and cooperation?

  What happened when a member was absent or did not show up to complete his or her responsibilities, such as that person not being allowed to begin the game?

  What happened when working conditions were not adequate, such as when the scissors were not used for two minutes?

  What happened when members of the production group were late or did not have a good time schedule to follow in completing the task, such as the people who quit working for one minute?

  Was the person who had the idea for what to make the same person who did the cutting and/or taping? Was it the same person who provided encouragement and enthusiasm? Are all roles in the group important? Would the same people always play the same roles regardless of the group's goal or task?

  Was there anyone in the group who willingly or unwillingly did not participate? If so, what could be done to use everyone's talents?

5. Discuss information and assignment sheets.

   - Emphasize that HOSA membership is the only viable source for good HOSA leaders and officers; use Information Sheet, Sections VII and VIII to discuss characteristics of good members.

6. Emphasize the importance of a leader making a good first impression; use Information Sheet, Sections IX and X.

   - Have students practice guidelines given in Section IX.

   - Invite a resource person to discuss the importance of using manners while eating in public.

7. Use Transparencies #4 through #8 to help discuss Information Sheet, Section XI.

SUGGESTED ACTIVITIES

8. Information Sheet, Section XII, can be supplemented with a list provided by each student.

    - Have each of your students list the organizations in which they feel leadership skills are necessary and those in which leadership skills are not necessary. Write the answers on the chalkboard and discuss the results.

      (NOTE: After you have discussed the results, explain to your students that all organizations require leadership skills.)

G. Assign Job Sheet #1

H. Give test

I. Critique test and discuss in class.

III. Unit reference — Patton, Bob, et. al. *VICA: Learn, Grow, Become*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1984.

BECOMING A HOSA LEADER
UNIT IV

SUPPLEMENT #1 — LEADERSHIP HANDOUTS

THE MAGIC WORD

- The Magic Word is **ATTITUDE**!!!
- Attitude—the position or bearing as indicating action, feeling, or mood.
- Life is a cause and effect relationship.
- "Human beings can alter their lives by altering their attitudes of mind."
- Your attitude about yourself determines your attitude toward the world.
- Attitude is the reflection of a person—what is going on in the inside shows on the outside.
- Expect more good out of life than bad. Expect to succeed more than you fail.
- Your environment is really a mirror of your mental attitude.
- "Small deeds done are better than great deeds planned." — Peter Marshall
- "You won't find many success rules that will work, unless you do." — *Friendly Chat*
- "If you are set on making good somewhere, why not make good where you are?" — *Try Square*
- If I cannot do great things, I can do small things in a great way.
- "Before you can do something, you must first be something." — Goethe
- You must act, look and feel successful before you can become successful.
- Unto herself/himself, each person is the most important individual on earth.
- Before a person can achieve the kind of life he/she wants, he/she must become that kind of individual.
- "Success or failure in any undertaking is caused more by the mental attitude—even than by mental capacities." — Walter Dill Scott, Northwestern University

SUPPLEMENT #1

SUMMARY:

1. It is our attitude at the beginning of a task which, more than anything else, will affect its successful outcome.

2. It is our attitude toward life which will determine life's attitude toward us.

3. We are interdependent. It is impossible to succeed without others. And it is our attitude toward others which will determine their attitude toward us.

4. Before a person can achieve the kind of life they want, they must become that kind of individual . . . they must THINK, ACT, TALK, WALK, AND CONDUCT themselves in all of their affairs—as would the person they wish to become.

5. The higher you go in any organization of value, the better will be the attitudes you will find.

6. Your mind can hold only one thought at a time. Since nothing can be gained by holding negative thoughts, hold successful positive thoughts.

7. The deepest craving of human beings is to be needed, to feel important, to be appreciated. Give it to them, and they'll return it to you.

8. Part of a good attitude is to look for the best in new ideas . . . and look for good ideas everywhere.

9. Don't waste time broadcasting your personal problems. It probably won't help you—it can't help others.

10. Don't talk about your health unless it's good (unless you are talking to your doctor).

11. Radiate the attitude of well-being, of confidence, of a person who knows where they are going.

12. Treat everyone with whom you come in contact as if they were the most important person on earth.

SUPPLEMENT #1

MIRACLE OF YOUR MIND

- We use only 10% of our mental capacities.
- "Successful people are not people without problems; they are simply people who have learned to solve their problems."

  Robert Seashore, Chairman
  Department of Psychology
  Northwestern University

- Living successfully, getting the things we want from life, is a matter of solving the problems which stand between where we now are and the point we wish to reach!

  "The only thing about a man that is a man is his mind. Everything else you can find in a pig or a horse."

  Archibald Macleish

- Brainstorm daily.
- Of things people worry about:

  40% of them will never happen.
  30% have already happened and can't be changed.
  12% are needless worries about our health.
  10% are petty, miscellaneous worries.
  8% are real

  Therefore, separate the real from the unreal and don't waste time or energy worrying about needless things.

- The only thing in the world that can take you to your goals in life is your mind.

GREEN PASTURES

- Each of us, at this moment, is standing in the middle of his/her own "acres of diamonds."
- While we're looking at other pastures, other people are looking at ours!
- No matter what your goal may be, the road to it can be found somewhere in the work in which you now find yourself.
- Jobs don't have futures; people do.
- "Unless a man has trained himself for his chance, the chance will only make him ridiculous. A great occasion is worth to a man exactly what his preparation enables him to make of it." — Matthews

SUPPLEMENT #1

- Develop *intelligent objectivity*.
- Know your profession!
- Successfully serving and getting along with people will determine success or failure.
- To become a professional, study these three subjects:
    1. Your company and industry
    2. Your job
    3. People

  "No man can become rich without enriching others. Anyone who adds to prosperity must prosper in turn."

- We poke ourselves into jugs beyond which we cannot grow. Let's remove the limitations we've set upon ourselves.
- Only preparation can insure our taking advantage of the opportunities which will present themselves in the future; opportunities which are around us now.
- Put your imagination to work on the many ways and means of improving what you are now doing.

  "If a man has any brains at all, let him hold onto his calling, and in the grand sweep of things, his turn will come at last . . . " — McCune

A WORTHY DESTINATION

- Keep track of unusual accomplishments.
- Have a goal—fix in your mind a point you have to reach.

  "What the mind of man can conceive—and believe—it can achieve."

- SUCCESS—"Success is the progressive realization of a worth ideal!"
- Each of us must decide for ourselves what our goal is.
- Proceeding successfully through a lifetime should be a matter of progressively setting and achieving goals, one after another, each a little bit better than the former.
- You can achieve only one goal at a time.
- Establishing a goal is vital to success because "we become what we think about."

  "The man without a purpose is like a ship without a rudder." — Carlyle

SUPPLEMENT #1

THE PHYSICAL YOU

(Mental and Emotional Health)

YOUR DAILY PRACTICE GUIDE TO THE HAPPINESS HABIT

- I will be as cheerful as possible.
- I will try to feel and act a little more friendly toward other people.
- I will be a little less critical and a little more tolerant of other people, their faults, failings and mistakes.
- I will act as if success were inevitable.
- I will practice "acting like" and "feeling like" the new personality.
- I will not let my opinion color facts in a pessimistic or negative way.
- I will practice smiling at least three times during the day.
- I will react as calmly and as intelligently as possible regardless of what happens.
- I will ignore and close my mind to all those pessimistic and negative "facts" about which I can do nothing.

BECOMING A HOSA LEADER
UNIT IV

SUPPLEMENT #2 — PRODUCTION COMPANY SIMULATION GAME

I. Object — Setting and achieving realistic goals; working as a member of a productive team

II. Preparation

  A. Make a copy of the box pattern that follows for each group.

  B. Divide students into groups of approximately six to eight persons.

  C. Provide each group with the following materials: one pair of scissors, one roll of tape, pattern for box, and about 150 sheets of construction paper.

III. Play

  A. Explain that each group is to act as a company that makes boxes. Each team should decide on a "company name" and elect a supervisor.

  B. Demonstrate how to make construction-paper boxes, using the pattern that follows.

  C. Instruct each "company" to set goals for the number of boxes they plan to produce during each five-minute period.

  D. Have the supervisor of each company draw slips of paper that have problems written on them before you begin each five-minute session.

EXAMPLES: Employees strike (do not allow anyone to work the first two minutes of the next round)

Two employees do not show up for work (two players are taken out of the team)

Two employees are late for work (two players sit out the first minute of the next round)

Equipment was not properly cared for and, consequently, broke down (team cannot use the scissors for the first two minutes of the next round)

Shortage of raw materials (reduce the amount of construction paper available)

Equipment was not properly cared for and, consequently, broke down (team cannot use tape for first minute of the next round)

SUPPLEMENT #2

E. Time each work period, and record the goals and actual achievements on the chalkboard as shown in the example below.

EXAMPLE:

	NUMBER OF BOXES							
	Company Name		Company Name		Company Name		Company Name	
	Goal	Produced	Goal	Produced	Goal	Produced	Goal	Produced
Period #1	5	2	6	4	3	3	4	3
Period #2								
Period #3								
Period #4								

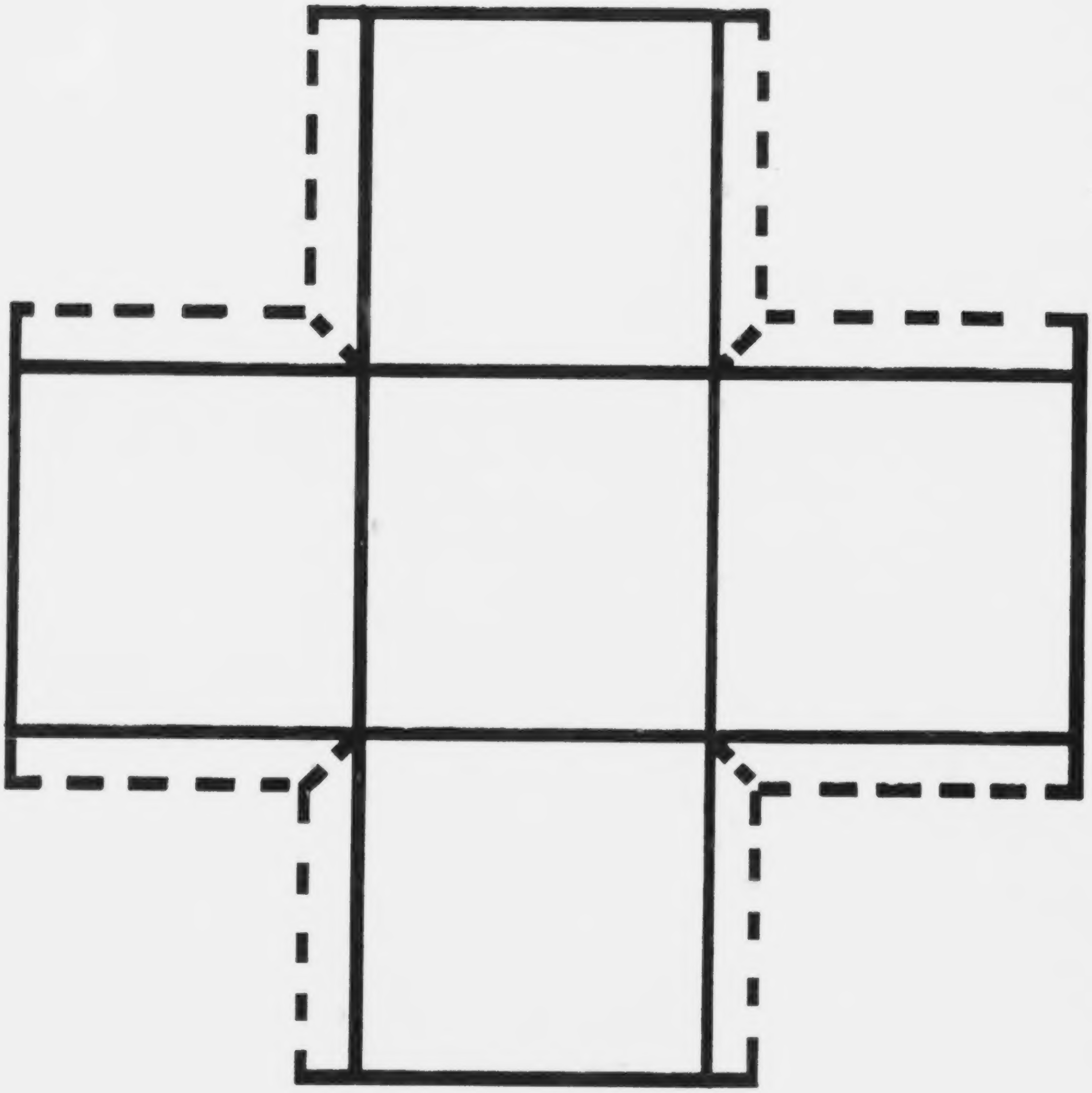
F. Act as the Quality Control Department and do not accept poorly constructed boxes.

G. Remind the "companies" that the number of boxes produced does not count until they have been delivered to you.

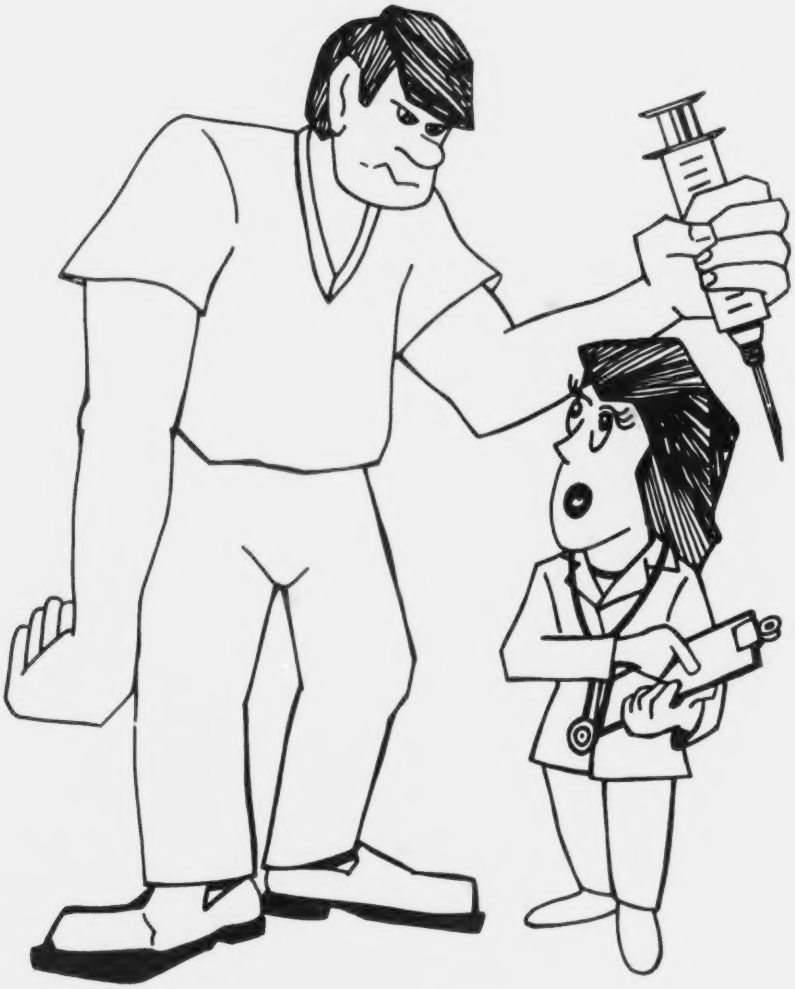
(NOTE: After a few five-minute periods, the companies should be setting and achieving realistic goals.)

H. Have students clean up the scraps of paper from the floor and work area.

SUPPLEMENT #2



Leadership



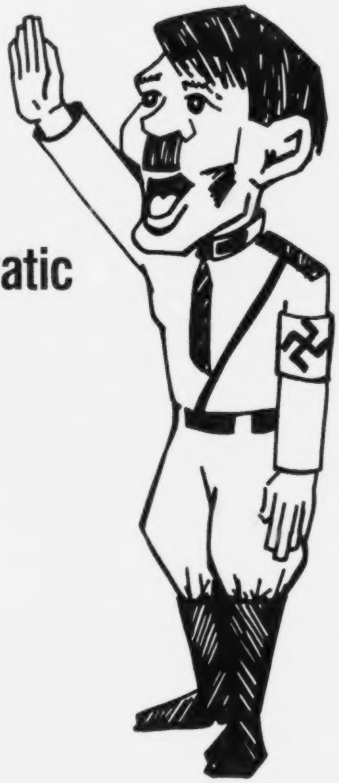
"Leadership is the ability to get a person to do what you want him to do, when you want it done, in a way you want it done, because he wants to do it."

Eisenhower

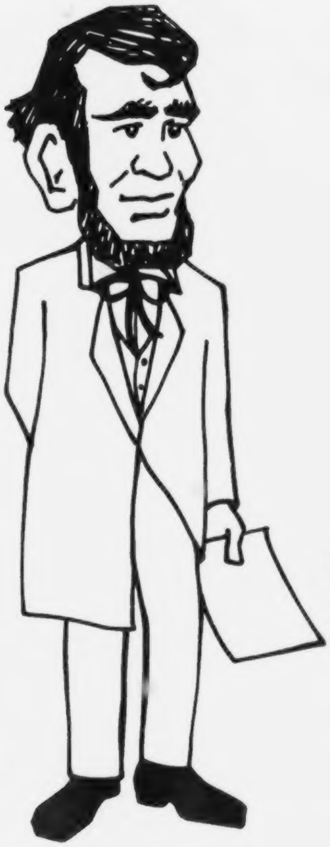
Traits of a Good Leader

- RESPONSIBLE
- HONEST
- ENERGETIC
- MENTALLY ALERT
- INSPIRING
- COOPERATIVE
- DIPLOMATIC
- SELF-CONFIDENT
- OPEN-MINDED
- PROGRESSIVE
- SENSE OF HUMOR
- TOLERANT
- TACTFUL

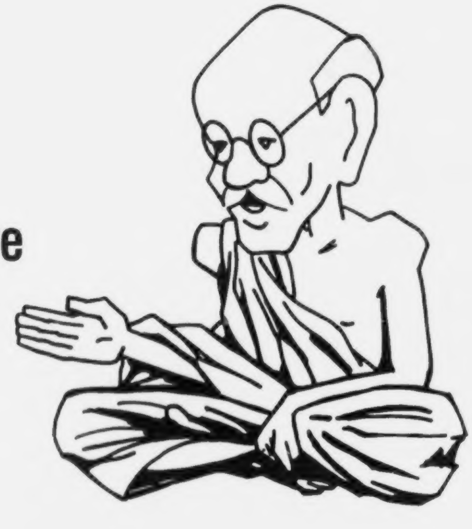
Leadership Styles



autocratic

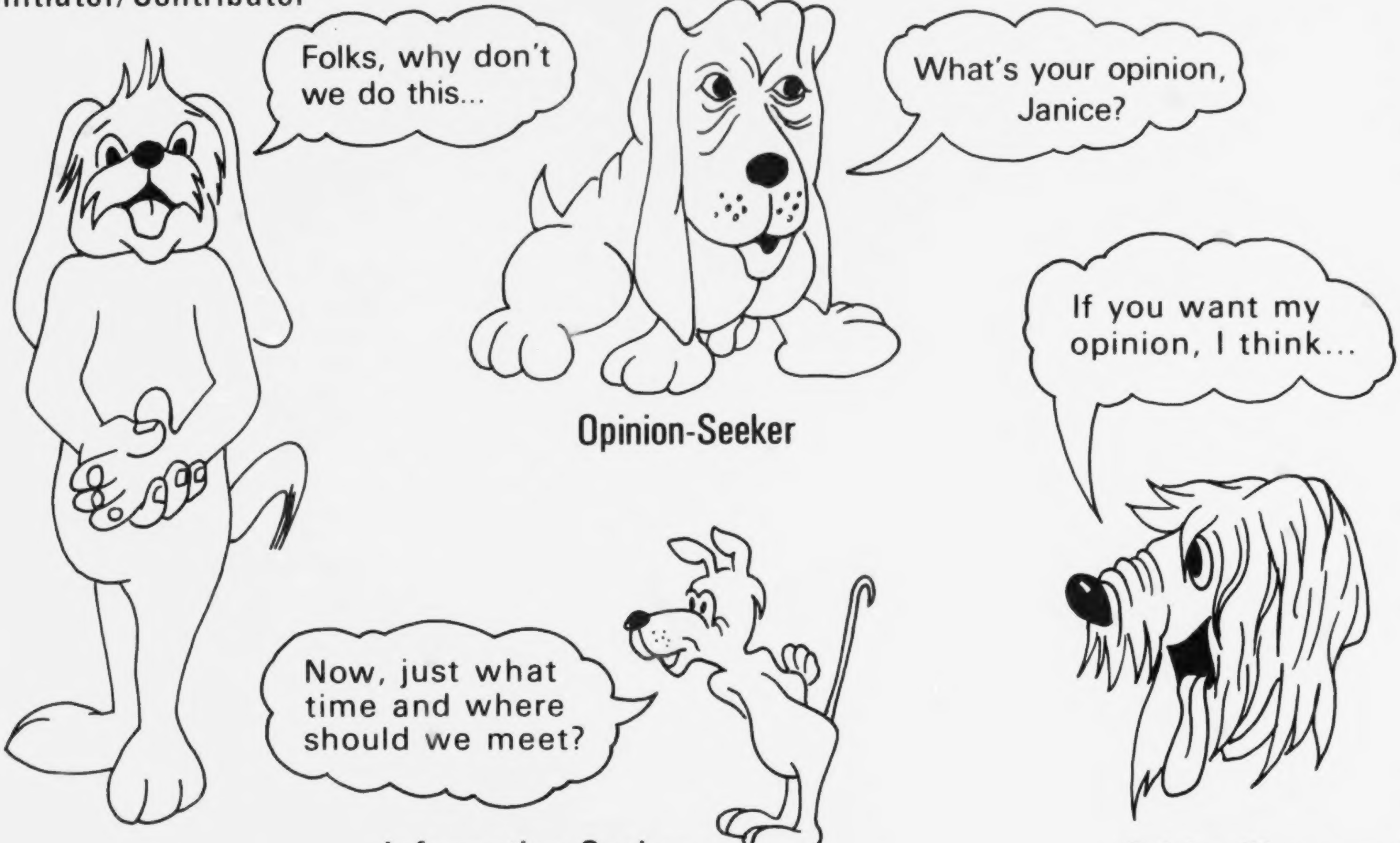


democratic



laissez-faire

Roles Found In Groups


Folks, why don't we do this...
What's your opinion, Janice?
If you want my opinion, I think...
Now, just what time and where should we meet?

Initiator/Contributor

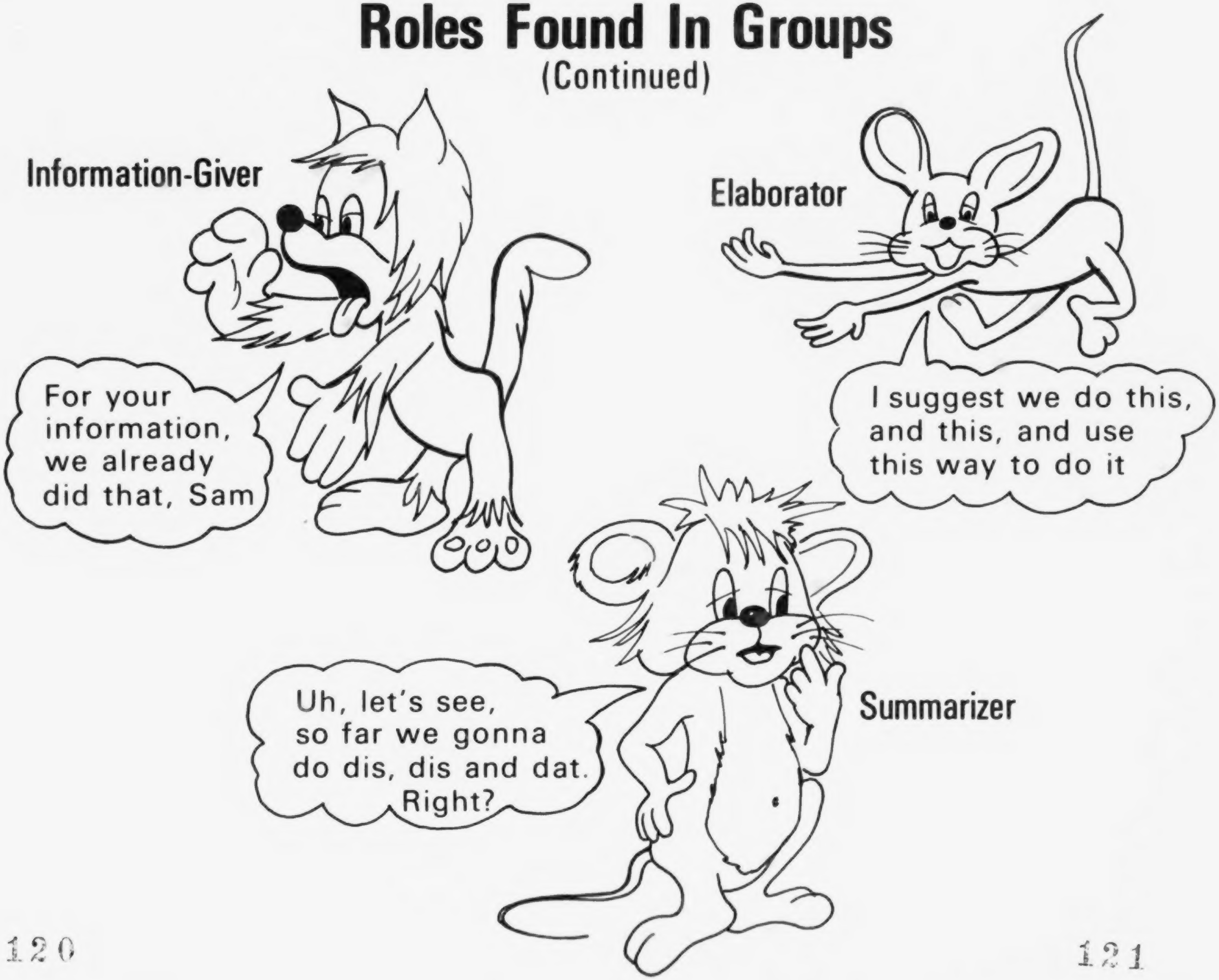
Opinion-Seeker

Information-Seeker

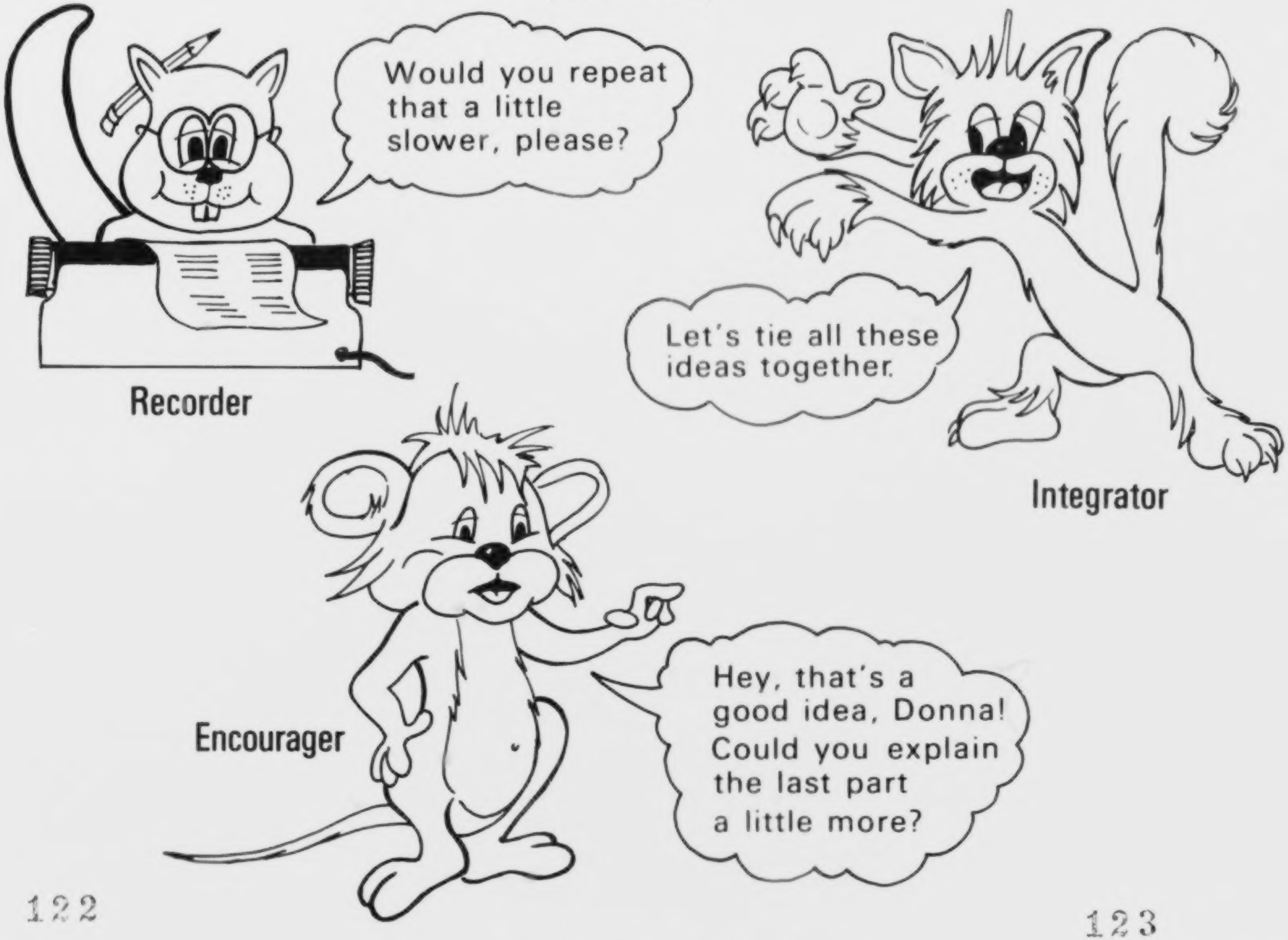
Opinion-Giver

Roles Found In Groups

(Continued)

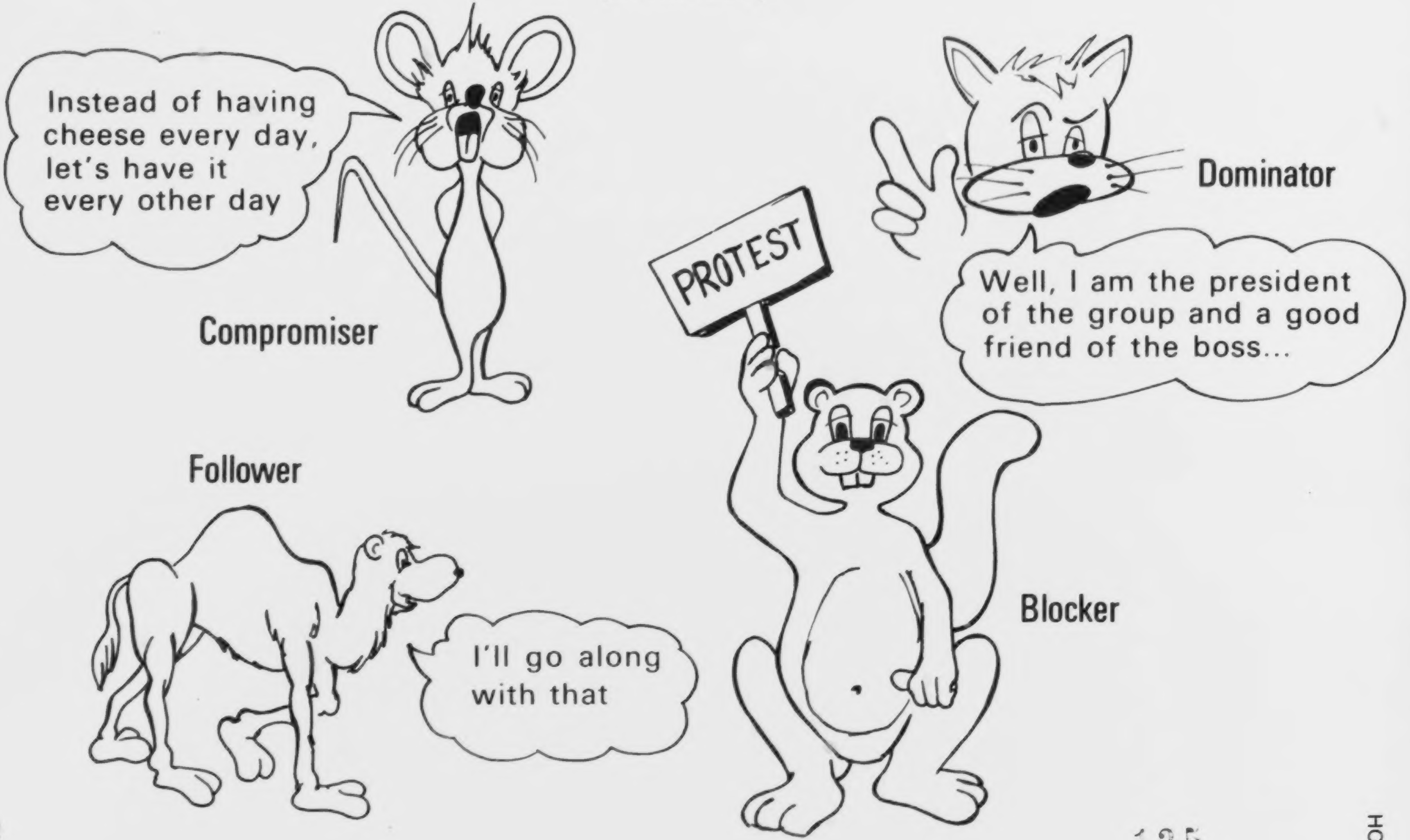

Information-Giver
For your information, we already did that, Sam
Elaborator
I suggest we do this, and this, and use this way to do it
Summarizer
Uh, let's see, so far we gonna do dis, dis and dat. Right?

Roles Found In Groups
(Continued)


Would you repeat that a little slower, please?
Recorder
Let's tie all these ideas together.
Integrator
Encourager
Hey, that's a good idea, Donna! Could you explain the last part a little more?

Roles Found In Groups

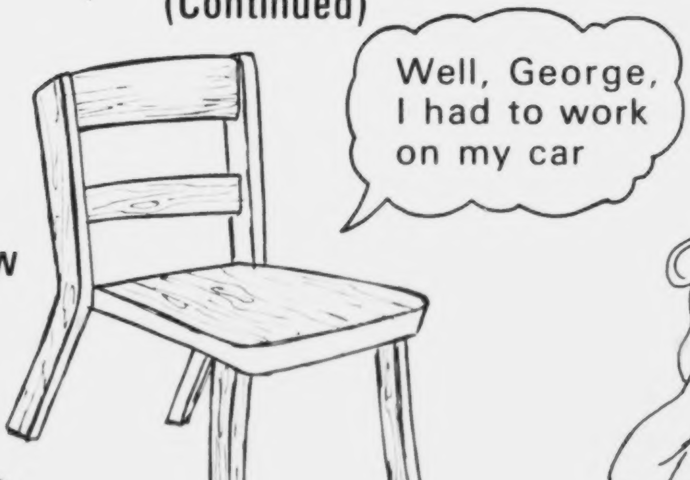
(Continued)

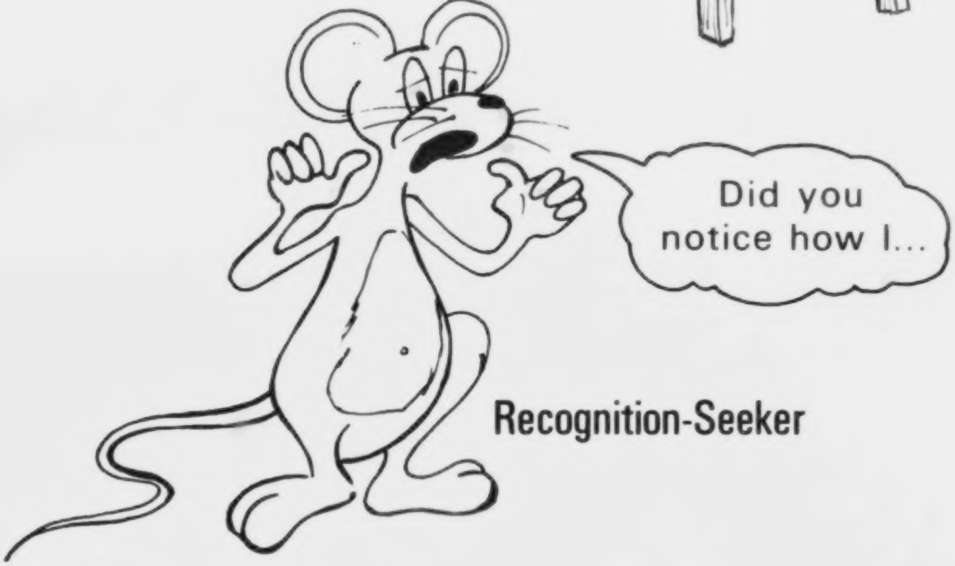

Instead of having cheese every day, let's have it every other day
Compromiser
PROTEST
Dominator
Well, I am the president of the group and a good friend of the boss...
Follower
I'll go along with that
Blocker

Roles Found In Groups

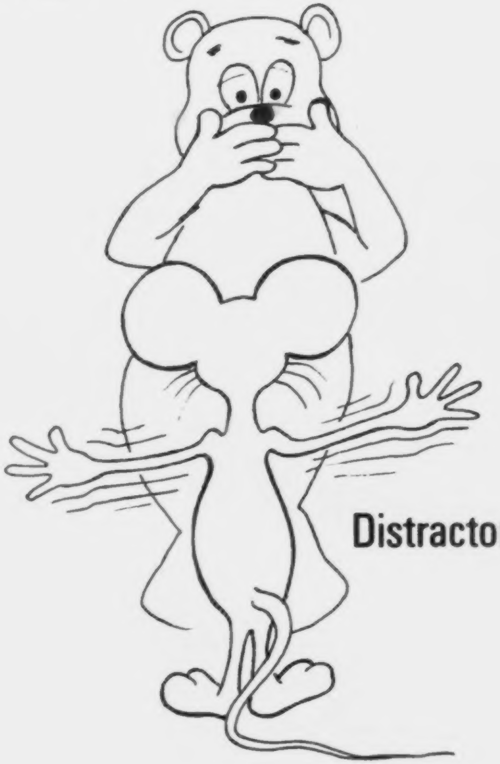
(Continued)

No-Show


Well, George, I had to work on my car


Did you notice how I...

Recognition-Seeker



Distractor

BECOMING A HOSA LEADER
UNIT IV

INFORMATION SHEET

I. Leadership — Combination of qualities which inspires confidence and which draws others toward the leader and causes them to follow

II. Characteristics of a HOSA leader

   A. Positive ATTITUDE

   B. Self-motivated

   C. Professional

   D. Success-oriented

   E. "Self" understanding

   F. Polite

   G. Enthusiastic

   H. Well-mannered

   I. Humble

   J. Neatly dressed and groomed

   K. Hard-working

   L. Responsible

   M. Patriotic

III. Reasons for becoming a good leader

   A. Develops an understanding of leadership, which is needed in all fields

   B. Presents challenge to develop leadership skills

   C. Creates respect for others

   D. Helps individuals to mature

   E. Builds self-confidence

   F. Develops communication skills

IV. Steps in becoming a good leader

   (NOTE: Leaders are made, not born.)

   A. Study qualities of a good leader

   B. Evaluate your strong and weak points

INFORMATION SHEET

C. Become a good follower/listener

(NOTE: It is important to become a good follower/listener before becoming a good leader.)

D. Develop a plan for training yourself as a leader

E. Evaluate the success of your development as a leader

V. Styles of leadership

(NOTE: The most successful leader uses all three types of leadership, depending on the circumstances and the people involved. The person who uses only one style will have trouble due to the individual differences of the people in the work group. Certain personalities seem to require different types of leadership.)

A. Autocratic

(NOTE: This style is used best with aggressive, hostile, or insecure persons or in a binding situation.)

1. Does all the planning, organizing, controlling, and coordinating
2. Gives more emphasis to getting the job done than to the feelings of others
3. Is characterized by close supervision

B. Democratic

(NOTE: This style is used best with aggressive, cooperative persons. It works well with established employees and methods.)

1. Shows consideration for others
2. Listens to and uses good ideas from others
3. Is characterized by general supervision
4. Defines goals and lets co-workers use their judgment about how to do the job to some extent
5. Checks with the co-workers periodically to reward and/or make necessary corrections

C. Laissez-faire (Lay say fair)

(NOTE: This style is used best with aggressive, cooperative, individualistic persons.)

1. Passes on information and direction from higher authority

INFORMATION SHEET

2. Depends entirely on others to get the job done

VI. Ways to demonstrate leadership

A. Family

1. Make an effort to get along with other family members

2. Make an effort to create cooperation between family members who often quarrel or disagree

3. Perform assigned home chores without balking or fighting

4. Offer to help other family members with work projects, homework, or personal projects, even if they do not ask

5. Abide by family rules

6. Make a genuine effort to find and propose solutions or compromises when you and your family members disagree

B. Friends and acquaintances

1. Do not give in to suggestions to do things that you know you should not do, or do not really want to do

2. Be loyal

3. Give good advice if asked for it, and as little as possible if not

4. Help to build friends' confidence by not putting them down, even in fun

5. Make an effort to be friendly to everyone, especially those who seem to lack confidence and need friendship

C. School

1. Treat school property with respect

2. Be positive toward instructors and school administrators

3. Volunteer to serve on school and chapter committees

4. Carry out committee assignment

5. Speak up in class and in chapter meetings

6. Agree to hold a chapter office if you are asked to do so

7. Be proud of the skills you are learning

INFORMATION SHEET

D. Community

1. Respect community property
2. Make an effort to learn about community government
3. Read the newspaper
4. Obey the law
5. Offer your services as a volunteer in getting out the vote, cleaning up the community, collecting for charities

E. Work

1. Make an effort to get along with co-workers and supervisors
2. Make an effort to create cooperation between co-workers who often quarrel or disagree
3. Perform duties and tasks without balking or arguing
4. Offer to help co-workers with duties or tasks even if they do not ask
5. Abide by company rules
6. Make a genuine effort to find and propose solutions or compromises when you and your co-workers/supervisors disagree

F. Professional organizations

1. Make an effort to get along with other members
2. Make an effort to create cooperation between members who often quarrel or disagree
3. Perform duties and tasks without balking or arguing
4. Offer to help members/committees with duties or tasks even if they do not ask
5. Abide by organization's bylaws/rules
6. Make a genuine effort to find and propose solutions or compromises when you and other members disagree

INFORMATION SHEET

VII. Characteristics of an active HOSA chapter member

(NOTE: Good leaders come from HOSA members. These leaders must be able to serve as officers and as the chapter's committee chairmen. They also represent their chapter before civic groups and are the ones most frequently seen by the public as leaders.)

A. Assumes responsibility for sharing business at hand during meetings

B. Has pride in chapter; is willing to express ideas for the chapter's benefit

C. Is tolerant of other members' ideas

D. Is aware of purposes of chapter meetings and helps to accomplish these purposes

E. Gives constructive criticism for the good of the chapter

VIII. Characteristics of a strong HOSA chapter leader

A. Has poise, confidence, and the capability to do the job

B. Gives proper attention to preplanning HOSA meetings and committee work

C. Demonstrates interest by own attitude; practices good democratic principles in dealing with members

D. Gives credit to others for their contributions

E. Realizes the importance of letting others share in responsibilities; believes in the HOSA organization and has a sincere desire to serve all members

IX. Ways to make a good first impression

(NOTE: HOSA members and leaders share the responsibility for representing themselves as well as the local chapter.)

A. Give a firm handshake

(NOTE: Do not grip the other person's hand too firmly or too limply.)

B. Smile and look the person in the eye when shaking hands

C. Repeat the person's name correctly and use it immediately when being introduced

D. Talk with your new acquaintance, but do not try to do all of the talking

E. Say good-bye with an expression of pleasure for having met the person

INFORMATION SHEET

X. Proper manners to use when eating in public

(NOTE: More than likely as a HOSA member you will eat in public; perhaps it will be the chapter banquet or maybe even part of a job interview. You will feel more at ease if you know that you are able to use proper table manners.)

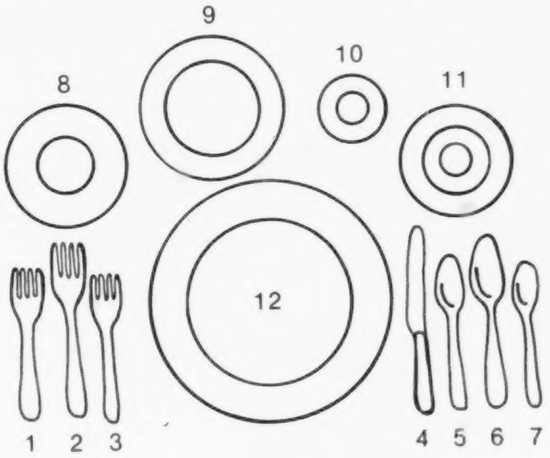
A. Wait to begin eating until everyone at your table has been served

B. Place your napkin on your lap before you start to eat

C. Use the utensil on the outside first and work toward the plate (Figure 1)

(NOTE: Arrangement and amount of silverware on the table can vary according to the type of restaurant and meal.)

FIGURE 1



1. Salad Fork
2. Dinner Fork
3. Dessert Fork
4. Dinner Knife
5. Coffee Spoon
6. Soup Spoon
7. Appetizer Spoon
8. Salad Plate
9. Bread Plate
10. Water Glass
11. Coffee Cup and Saucer
12. Dinner Plate

D. Do not move your dishes around

E. Eat quietly, and chew with your mouth closed

(NOTE: Do not talk with your mouth full.)

F. Leave an appropriate gratuity

(NOTE: A tip of 15 percent of the total bill is an acceptable gratuity at most restaurants.)

INFORMATION SHEET

XI. Roles found in groups

A. Initiator/contributor — Suggests or proposes new ideas or changes to the group

B. Opinion-seeker — Asks not for the facts primarily but for a clarification of the values involved in a suggestion made or in alternative suggestions

C. Opinion-giver — States own beliefs and emphasizes own views

D. Information-seeker — Asks for information and facts pertinent to the problem being discussed

E. Information-giver — Offers facts or generalizations to the group which are relative to his/her own experiences

F. Elaborator — Spells out suggestions in terms of examples

(NOTE: The elaborator offers a rationale for suggestions and tries to deduce how any idea or suggestion might work out if adopted by the group.)

G. Summarizer — Pulls ideas together so group might see where they are in their deliberation

H. Integrator — Tries to extract key points from several ideas and show what they have in common

I. Recorder — Writes down the suggestions and group decisions

J. Encourager — Praises, agrees with, and accepts the contributions of others

(NOTE: The encourager is able to draw out other people and make them feel that their ideas are important and worth hearing.)

K. Compromiser — Yields own position and admits her/his error or offers to meet halfway

L. Follower — Goes along with the movement of the group

(NOTE: The follower may be an excellent worker but more or less passively accepts the ideas of others, serving as an audience in group discussion and decision-making.)

M. Dominator — Tries to assert authority or superiority in manipulating the group or certain members

N. Blocker — Tends to be negative to all ideas, rejecting without reason

O. No show — Doesn't care enough to show up for meeting

P. Recognition-seeker — Seeks in whatever way possible to call attention to himself/herself or to own activities and accomplishments

INFORMATION SHEET

Q. Distractor — Displays lack of involvement in the group processes

(NOTE: Activity may take the form of horseplay, cynicism, fooling around with gadgets, and other forms of distracting behavior.)

XII. Categories of organizations where leadership skills may be used

(NOTE: The purposes and activities of many organizations overlap into several areas. The differences often exist only in membership requirements and in the origin of the organization. A large number of the organizations also include social activities in their program of work.)

A. Work

EXAMPLES: Supervisor, co-worker

B. School

EXAMPLES: HOSA, FFA, VICA, DECA, FBLA, FHA/HERO, TSA, student council

C. Church

EXAMPLES: Youth group, boards, committees

D. Civic/service clubs

EXAMPLES: Kiwanis, Lions, Rotary, Exchange, Jaycees, Masons, Knights of Columbus, Shriners, Odd Fellows, Demolay, Rainbow, Eastern Star, Elks, Moose

E. Economic organizations

EXAMPLES: Chamber of Commerce, cooperatives, Cattlemen's Association

F. Professional organizations

EXAMPLES: Business and Professional Women, National Education Association, National Federation for Licensed Practical Nurses

G. Charitable organizations

EXAMPLES: United Fund, American Red Cross, Osmond Foundation

H. Advisory committees

EXAMPLES: Vocational program advisory committee

I. Special interest groups

EXAMPLES: Veterans of Foreign Wars, American Legion, county fair board, Fraternal Order of Police, ecology groups, Alcoholics Anonymous, Mothers Against Drunk Driving (MADD), Students Against Drunk Driving (SADD)

INFORMATION SHEET

J. Political organizations

EXAMPLES: Republicans, Democrats

K. Support groups

EXAMPLES: HOSA alumni groups, Parent-Teacher Association, band boosters

L. Age-oriented groups

EXAMPLES: Scouts, senior citizens groups

M. Athletic groups

EXAMPLES: Riding clubs, ski clubs, Little League

BECOMING A HOSA LEADER
UNIT IV

ASSIGNMENT SHEET #1 — IDENTIFY LEADERS WITHIN YOUR COMMUNITY

NAME ______________________________ SCORE ____________

A. Select three individuals in your local community who appear to you to be good leaders. List three leadership traits that you believe each individual possesses.

NAME	LEADERSHIP TRAITS
1. ______________________	a. ______________________
	b. ______________________
	c. ______________________
2. ______________________	a. ______________________
	b. ______________________
	c. ______________________
3. ______________________	a. ______________________
	b. ______________________
	c. ______________________

B. Determine what type of city government you have in your community.

____

____

C. Who are the leaders in city government?

____

____

____

____

D. Name four civic or community clubs in your community.

1. ____
2. ____
3. ____
4. ____

BECOMING A HOSA LEADER
UNIT IV

ASSIGNMENT SHEET #2 — INTERVIEW A PERSON IN A LEADERSHIP ROLE

NAME ______________________________ SCORE ______________

Part of being a leader involves getting along with others. This activity will provide an opportunity for you to experience personal interactions first-hand.

Arrange to interview a leader in your school or community. To help you begin, a list of questions you might ask the leader is given below. Space is provided to allow you to jot down answers given to you during the interview.

A. How long have you served in a leadership role?

____

B. What made you seek this leadership role?

____

____

C. Do you like serving in a leadership role? Why?

____

____

D. What duties accompany your leadership position?

____

____

E. What are the personal and professional benefits of leadership to you?

____

____

____

____

ASSIGNMENT SHEET #2

F. What character traits do you think are common to all leaders?

____

____

____

____

____

____

G. What character traits do you think are not common to all leaders?

____

____

____

____

____

____

BECOMING A HOSA LEADER
UNIT IV

ASSIGNMENT SHEET #3 — RATE YOURSELF AS A LEADER

NAME ________________________________ SCORE ______________

Serving in a leadership role, such as chapter officer or member, can be fun and challenging. It can also be frightening depending on your self-confidence and experience. Leaders tend to exhibit certain personality characteristics.

PART I

Complete the following self-rating scale. Use the key at the end of this assignment to see how you rate and to determine areas in which you need help. Circle the appropriate number following each trait:

4 — outstanding

3 — above average

2 — average

1 — poor

Total your score by adding the circled numbers after completing the questions.

(NOTE: You may want a classmate to rate you to see if the evaluations are the same.)

	Poor	Average	Above Average	Outstanding
A. Do I maintain a well-groomed appearance?	1	2	3	4
B. Do I delegate duties?	1	2	3	4
C. Is my posture alert and poised?	1	2	3	4
D. Is my disposition cheerful?	1	2	3	4
E. Am I patient?	1	2	3	4
F. Do I exert positive leadership?	1	2	3	4
G. Am I generally thoughtful of the feelings of others?	1	2	3	4

ASSIGNMENT SHEET #3

		Poor	Average	Above Average	Outstanding
H.	Is my enthusiasm sincere and contagious?	1	2	3	4
I.	Do I keep trying until I achieve success?	1	2	3	4
J.	Am I sincere in my interest in other people?	1	2	3	4
K.	Am I working to get ahead?	1	2	3	4
L.	Do I get along well with others?	1	2	3	4
M.	Do I react well to criticism?	1	2	3	4
N.	Do I remember names and faces?	1	2	3	4
O.	Am I always on time?	1	2	3	4
P.	Am I cooperative?	1	2	3	4
Q.	Am I free of prejudice?	1	2	3	4
R.	Do I know how people react in most situations?	1	2	3	4
S.	Am I generally a good listener?	1	2	3	4
T.	Do I refuse to be hurt by what other people say?	1	2	3	4
U.	Can I criticize without giving offense?	1	2	3	4
V.	Do I usually like people for what they are, or do I wait to see if they like me?	1	2	3	4
W.	Do I enjoy being part of a group?	1	2	3	4
X.	Am I reliable?	1	2	3	4

ASSIGNMENT SHEET #3

	Poor	Average	Above Average	Outstanding
Y. Can I adapt myself to all situations?	1	2	3	4
Z. Am I not easily discouraged?	1	2	3	4
AA. Do I apply myself to the problems of each day?	1	2	3	4
BB. Can I make a decision quickly and accurately?	1	2	3	4
CC. Am I loyal to my supervisors and associates?	1	2	3	4
DD. Do I try to understand the other person's point of view?	1	2	3	4
EE. Am I neat and clean in my work?	1	2	3	4
FF. Do I know where I make my mistakes, and do I admit them?	1	2	3	4
GG. Am I looking for chances to serve others better?	1	2	3	4
HH. Am I following a plan for improvement and advancement?	1	2	3	4
II. Can I accept honors and advancements and yet keep my feet on the ground?	1	2	3	4
JJ. Am I dealing honestly and fairly with myself and with others?	1	2	3	4

TOTAL SCORE ______________________

ASSIGNMENT SHEET #3

PART II

Now evaluate your score. If your score totaled over 100, your personality rating is superior. If you have been honest with yourself, you are among the people who are most likely to succeed. A score of 90 to 100 is above average; 75 to 90 is average; below 75 shows plenty of room for improvement.

A. What are your leadership strengths? ______________________________

____

____

____

____

____

B. What are your leadership weaknesses? ______________________________

____

____

____

____

____

C. How do you feel that your leadership skills can be improved? ______________

____

____

____

____

____

BECOMING A HOSA LEADER
UNIT IV

JOB SHEET #1 — TIE A NECKTIE OR SCARF

I. Materials

  A. Necktie or scarf

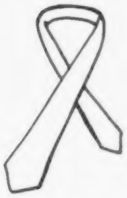
  B. Mirror

II. Necktie

  A. Procedure for tying a four-in-hand knot (Figures 1 through 6)

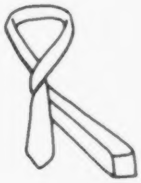
    1. Place tie around neck with wide end longer; cross wide end over narrow end

FIGURE 1



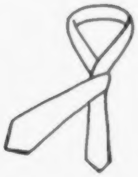
    2. Bring wide end around and back of narrow end

FIGURE 2



    3. Continue bringing wide end completely around and over the front

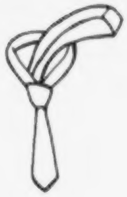
FIGURE 3



JOB SHEET #1

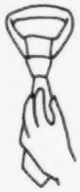
4. Pull wide end back and up through the center of tie

FIGURE 4



5. Pull point of wide end down through loop; form dimple

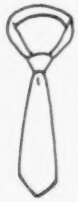
FIGURE 5



6. Tighten by sliding knot toward neck

(NOTE: You should now have a knot that is perfect in size, softly draped, and neatly dimpled.)

FIGURE 6



7. Repeat steps 1 through 6 several times

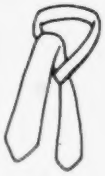
8. Remove necktie

JOB SHEET #1

B. Procedure for tying a Windsor knot (Figures 7 through 12)

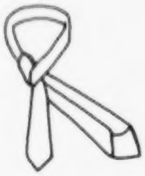
1. Place tie around neck with wide end about 12 inches longer; loop across and up through neck opening

FIGURE 7



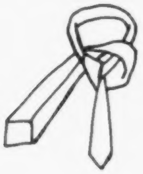
2. Bring wide end around and back of narrow end

FIGURE 8



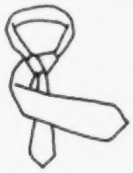
3. Continue bringing wide end up and over side opposite loop to form a V-knot

FIGURE 9



4. Continue this motion down, around, and over the front

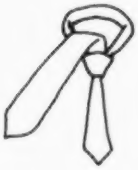
FIGURE 10



JOB SHEET #1

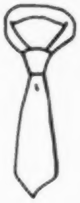
5. Bring wide end back under V-knot and pull up through center

FIGURE 11



6. Work end down through outer loop; dimple and tighten

FIGURE 12



7. Repeat steps 1 through 6 several times

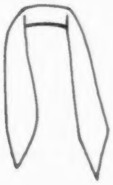
8. Remove necktie

II. Scarf

A. Procedure for tying a single square (Figures 13 through 17)

1. Place scarf around neck, leaving the right end approximately 3 inches longer than the left end

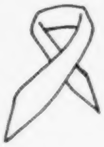
FIGURE 13



JOB SHEET #1

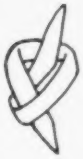
2. Cross the right side over the left

FIGURE 14



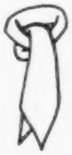
3. Pass the same side (longest) up through the loop

FIGURE 15



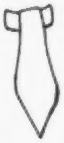
4. Place the long side down in the front

FIGURE 16



5. Pull the short end until the scarf is snug

FIGURE 17



JOB SHEET #1

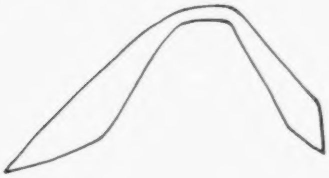
6. Repeat steps 1 through 5 several times

7. Remove scarf

B. Procedure for tying a dog collar square

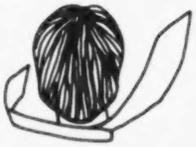
1. Place scarf around neck, leaving the right end approximately 3 inches longer than the left end

FIGURE 18



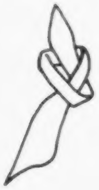
2. Wrap scarf around back of neck

FIGURE 19



3. Pass left side (longer end) over and up through right side

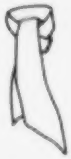
FIGURE 20



JOB SHEET #1

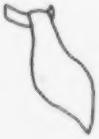
4. Tighten and draw up snug to neck

FIGURE 21



5. Adjust to right side

FIGURE 22



6. Repeat steps 1 through 5 several times

7. Remove scarf

BECOMING A HOSA LEADER
UNIT IV

TEST

NAME ______________________________ SCORE ____________

1. Define *leadership*.

____

____

____

2. List seven characteristics of a leader.

   a. ____

   b. ____

   c. ____

   d. ____

   e. ____

   f. ____

   g. ____

3. Select from the following list reasons for becoming a good leader. Place an "X" in the blanks.

   _____a. Creates respect for oneself

   _____b. Develops an understanding of leadership, which is needed in all fields

   _____c. Helps individuals to become immature

   _____d. Presents challenge to develop leadership skills

   _____e. Builds self-indulgence

4. Select from the following list steps in becoming a good leader.

   _____a. Become a good follower/listener

   _____b. Practice faults of a good leader

   _____c. Develop a plan for training others as followers

   _____d. Evaluate your strong and weak points

   _____e. Evaluate the success of your development as a leader

TEST

5. Match the styles of leadership on the right to the correct descriptions by placing the appropriate numbers in the blanks provided.

_____a. Passes on information and direction from higher authority; depends entirely on others to get the job done

_____b. Shows consideration for others; listens to and uses good ideas from others; is characterized by general supervision; defines goals and lets co-workers use their judgment about how to do the job to some extent; checks with co-workers periodically to reward them and/or make necessary corrections

_____c. Does all the planning, organizing, controlling, and coordinating; gives more emphasis to getting the job done than to the feelings of others; is characterized by close supervision

1. Autocratic
2. Democratic
3. Laissez-faire
4. Bureaucratic

6. State three examples of ways to demonstrate leadership in each of the following areas.

a. Family

1) ____

____

2) ____

____

3) ____

____

b. Friends and acquaintances

1) ____

____

2) ____

____

3) ____

____

TEST

c. School

1) ______________________________
____

2) ______________________________
____

3) ______________________________
____

d. Community

1) ______________________________
____

2) ______________________________
____

3) ______________________________
____

e. Work

1) ______________________________
____

2) ______________________________
____

3) ______________________________
____

f. Professional organization

1) ______________________________
____

2) ______________________________
____

3) ______________________________
____

TEST

7. Select from the following list characteristics of an active HOSA chapter member. Write an "X" in the blank before each correct answer.

_____a. Does not understand the role of a member and lets others do the work

_____b. Is tolerant of other members' ideas

_____c. Has pride in chapter; is willing to express ideas for the chapter's benefit

_____d. Has little, if any, HOSA pride

_____e. Undermines the chapter constantly by petty criticism

_____f. Assumes responsibility for sharing business at hand during meetings

_____g. Thinks own ideas are the only important ones; does not bother to find out the purpose of meetings and makes little effort to help

_____h. Is aware of purposes of chapter meetings and helps to accomplish these purposes

_____i. Gives constructive criticism for the good of the chapter

_____j. Exercises the thinking necessary to arrive at worthless ideas

8. Select from the following list characteristics of a strong HOSA chapter leader. Write an "X" in the blank before each correct answer.

_____a. Has poise, confidence, and the capability to do the job

_____b. Has an interest in serving only own needs

_____c. Has a poor attitude toward chapter activities

_____d. Imposes ideas and does not respect others' ideas

_____e. Gives proper attention to preplanning HOSA meetings and committee work

_____f. Gives credit to others for their contributions

_____g. Lacks the ability and willingness to perform duties

_____h. Demonstrates interest by own attitude; practices good democratic principles in dealing with members

_____i. Tries to take all the credit; attempts to show own importance and does not share responsibilities

_____j. Lets things go until the last minute, and then hopes everything will work out

_____k. Realizes the importance of letting others share in responsibilities; believes in the HOSA organization and has a sincere desire to serve all members

TEST

9. Discuss how to make a good first impression.

10. Select from the following list proper manners to use when eating in public. Write an "X" in the blank before each correct answer.

______a. Use the utensil on the inside first and work away from the plate

______b. Place your napkin on your lap before you start to eat

______c. Answer only important questions while chewing

______d. Do not move your dishes around

______e. Wait to begin eating until everyone at your table has been served

______f. Begin eating when food is served to prevent food from getting cold

______g. Eat quietly, and chew with your mouth closed

______h. Leave an appropriate gratuity

11. Match roles found in groups on the right to the correct descriptions by placing the appropriate numbers in the spaces provided. The lists are continued on the next page.

______a. Goes along with the movement of the group

______b. Displays lack of involvement in the group processes

______c. Writes down the suggestions and group decisions

______d. Tries to assert authority or superiority in manipulating the group or certain members

______e. Yields own position and admits her/his error or offers to meet halfway

______f. Tries to extract key points from several ideas and show what they have in common

______g. Seeks in whatever way possible to call attention to himself/herself or to own activities and accomplishments

1. Initiator/contributor
2. Opinion-seeker
3. Opinion-giver
4. Information-seeker
5. Information-giver
6. Elaborator
7. Summarizer
8. Integrator
9. Recorder

TEST

______h. Asks for information and facts pertinent to the problem being discussed

______i. Tends to be negative to all ideas, rejecting without reason

______j. Pulls ideas together so group might see where they are in their deliberation

______k. States own beliefs and emphasizes own views

______l. Doesn't care enough to show up for meeting

______m. Suggests or proposes new ideas or changes to the group

______n. Spells out suggestions in terms of examples

______o. Praises, agrees with, and accepts the contributions of others

______p. Offers facts or generalizations to the group which are relative to his/her own experiences

______q. Asks not for the facts primarily but for a clarification of the values involved in a suggestion made or in alternative suggestions

10. Encourager
11. Compromiser
12. Follower
13. Dominator
14. Blocker
15. Instigator
16. No-show
17. Recognition-seeker
18. Distractor
19. Sounding board

12. List five categories of organizations where leadership skills may be used.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

(NOTE: Test questions 13 through 16 list assignment and job sheets. These are an important part of the unit. If they have not been completed, check with your instructor.)

13. Identify leaders within your community.

14. Interview a person in a leadership role.

15. Rate yourself as a leader.

16. Demonstrate the ability to tie a necktie or scarf.

BECOMING A HOSA LEADER
UNIT IV

ANSWERS TO TEST

1. Combination of qualities which inspires confidence and which draws others toward the leader and causes them to follow

2. Any seven of the following:

   a. Positive ATTITUDE
   b. Self-motivated
   c. Professional
   d. Success-oriented
   e. "Self" understanding
   f. Polite
   g. Enthusiastic
   h. Well-mannered
   i. Humble
   j. Neatly dressed and groomed
   k. Hard-working
   l. Responsible
   m. Patriotic

3. b, d

4. a, d, e

5. a. 3
   b. 2
   c. 1

6. a. Any three of the following:

   1) Make an effort to get along with other family members
   2) Make an effort to create cooperation between family members who often quarrel or disagree
   3) Perform assigned home chores without balking or fighting
   4) Offer to help family members with work projects, homework, or personal projects, even if they do not ask
   5) Abide by family rules
   6) Make a genuine effort to find and propose solutions or compromises when you and your family members disagree

ANSWERS TO TEST

b. Any three of the following:

1) Do not give in to suggestions to do things that you know you should not do or do not really want to do
2) Be loyal
3) Give good advice if asked for it, and as little as possible if not
4) Help to build friends' confidence by not putting them down, even in fun
5) Make an effort to be friendly to everyone, especially those who seem to lack confidence and need friendship

c. Any three of the following:

1) Treat school property with respect
2) Be positive toward instructors and school administrators
3) Volunteer to serve on school and chapter committees
4) Carry out committee assignments
5) Speak up in class and in chapter meetings
6) Agree to hold a chapter office if you are asked to do so
7) Be proud of the skills you are learning

d. Any three of the following:

1) Respect community property
2) Make an effort to learn about community government
3) Read the newspaper
4) Obey the law
5) Offer your services as a volunteer in getting out the vote, cleaning up the community, collecting for charities

e. Any three of the following:

1) Make an effort to get along with co-workers and supervisors
2) Make an effort to create cooperation between co-workers who often quarrel or disagree
3) Perform duties and tasks without balking or arguing
4) Offer to help co-workers with duties or tasks even if they do not ask
5) Abide by company rules
6) Make a genuine effort to find and propose solutions or compromises when you and your co-workers/supervisors disagree

f. Any three of the following:

1) Make an effort to get along with other members
2) Make an effort to create cooperation between members who often quarrel or disagree
3) Perform duties and tasks without balking or arguing
4) Offer to help members/committees with duties or tasks even if they do not ask
5) Abide by organization's bylaws/rules
6) Make a genuine effort to find and propose solutions or compromises when you and other members disagree

ANSWERS TO TEST

7. b, c, f, h, i

8. a, e, f, h, k

9. Discussion should include but not be limited to:

   a. Give a firm handshake
   b. Smile and look the person in the eye when shaking hands
   c. Repeat the person's name correctly and use it immediately when being introduced
   d. Talk with your new acquaintance, but do not try to do all of the talking
   e. Say goodbye with an expression of pleasure for having met the person

10. b, d, e, g, h

11. a. 12
   b. 18
   c. 9
   d. 13
   e. 11
   f. 8
   g. 17
   h. 4
   i. 14
   j. 7
   k. 3
   l. 15
   m. 1
   n. 6
   o. 10
   p. 5
   q. 2

12. Any five of the following:

   a. Work
   b. School
   c. Church
   d. Civic/service clubs
   e. Economic organizations
   f. Professional organizations
   g. Charitable organizations
   h. Advisory committees
   i. Special interest groups
   j. Political organizations
   k. Support groups
   l. Age-oriented groups
   m. Athletic groups

13. To be evaluated to the instructor's satisfaction.

14. To be evaluated to the instructor's satisfaction.

15. To be evaluated to the instructor's satisfaction.

16. To be evaluated to the instructor's satisfaction.

GIVING PRESENTATIONS
UNIT V

UNIT OBJECTIVE

After completing this unit, the student should be able to select a topic; develop an outline; write an introduction, body and conclusion; and give a prepared speech. The student should also be able to prepare and give a demonstration and an illustrated talk. This knowledge will be evidenced by completing assignment sheets and the unit test with a minimum score of eight-five percent.

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to

1. Match terms associated with writing and evaluating speeches to their correct definitions.
2. Match phases of communication to their correct definitions.
3. Match types of group presentations to their correct descriptions.
4. Select from a list general purposes of a group presentation.
5. Select from a list guidelines for preparing a successful speech.
6. Arrange in order steps to follow in writing a speech.
7. Select from a list guidelines to follow when gathering information for a speech.
8. State rules for using quotations and statistics in a speech.
9. Discuss reasons for using outlines.
10. Match principal parts of an outline to their correct definitions.
11. Define types of outlines.
12. State ways to develop proper delivery of a speech.
13. Select from a list ways to develop and add meaning to the delivery of a speech.
14. State reasons for using gestures when giving a speech.
15. State ways to make a good impression when delivering a speech.
16. List ways to reduce nervousness (stage fright)

OBJECTIVE SHEET

17. List factors to consider when listening to and evaluating a speech.
18. List ten organizations to consider in giving a presentation.
19. List the steps for presenting welcome addresses.
20. List the steps for presenting introductions.
21. List the steps for presenting awards.
22. Give a one-minute prepared talk.
23. Select a speech topic and gather information for a prepared speech.
24. Write an outline for a prepared speech.
25. Write an introduction for a prepared speech.
26. Write the body of a prepared speech.
27. Write the conclusion of a prepared speech.
28. Give a prepared speech.
29. Give a demonstration.
30. Give an illustrated talk.
31. Evaluate another student's presentation.

GIVING PRESENTATIONS
UNIT V

SUGGESTED ACTIVITIES

I. Unit contents
  A. Objective sheet
  B. Suggested activities
    1. Transparency masters
      a. TM #1 — What Is an Outline?
      b. TM #2 — Principal Parts of an Outline
      c. TM #3 — What Should an Outline Look Like?
      d. TM #4 — Topical Outline Style
      e. TM #5 — Sentence Outline Style
  C. Information sheet
  D. Assignment sheets
    1. Assignment Sheet #1 — Give a One-Minute Prepared Talk
    2. Assignment Sheet #2 — Select a Speech Topic and Gather Information for a Prepared Speech
    3. Assignment Sheet #3 — Write an Outline for a Prepared Speech
    4. Assignment Sheet #4 — Write an Introduction for a Prepared Speech
    5. Assignment Sheet #5 — Write the Body of a Prepared Speech
    6. Assignment Sheet #6 — Write the Conclusion of a Prepared Speech
    7. Assignment Sheet #7 — Give a Prepared Speech
    8. Assignment Sheet #8 — Give a Demonstration
    9. Assignment Sheet #9 — Give an Illustrated Talk
    10. Assignment Sheet #10 — Evaluate Another Student's Presentation
  E. Answers to assignment sheets
  F. Test
  G. Answers to test

SUGGESTED ACTIVITIES

II. Instructor's guide

A. Review unit and plan presentation.

B. Obtain materials to supplement unit.

1. Films

a. *JJ Gets Ready*, 10 minutes, Journal Films, 1977. Available from Journal Films, Inc., 930 Pitner Avenue, Evanston, Illinois 60202; phone 800-323-5448 or 312-325-6700.

(NOTE: In this film, JJ and the viewers are introduced to the techniques and procedures of preparing to deliver a speech.)

b. *JJ Gets on His Feet*. Color, 10 minutes, Journal Films, 1977. Available from Journal Films, Inc., 930 Pitner Avenue, Evanston, Illinois 60202; phone 800-323-5448 or 312-325-6700.)

(NOTE: In this film JJ learns the techniques that will help him relax, deliver an effective presentation, and become a successful speaker.)

c. *Oral Communication*. Color, 28 minutes, National AV Center, 1976. Available from the National AV Center, General Service Administration, Section FF, Washington, D.C. 20409.

(NOTE: The film emphasizes two important aspects of oral communication: delivery and human relations. Appropriate choice of words, speed of speech, and body language are highlighted. Tips on listening carefully, avoiding arguments, encouraging the other person, and smiling are also illustrated.)

d. *Speaking to One or One thousand*. Color, 21 minutes, 1980. Available on 16-mm film or ¾-inch videotape. This film can be purchased or rented. Available from McGraw-Hill Training Systems, Education Department, McGraw-Hill Book Company, 674 Via de la Valle, P.O. Box 641, Del Mar, California 92014; phone 691-453-5000.

(NOTE: This film gives Toastmasters International's tips and dos and don'ts for making presentations.)

2. Book — *See You at the Top*. Available from Pelican Publishing House, 630 Burmaster Street, Gretna, Louisiana 70053.

(NOTE: This book gives Zig Ziglar's tips on planning your goals in life, selling yourself to others, and maintaining a positive self-image.)

C. Introduce the film *Oral Communication*, and then show it to the class.

D. Provide students with unit.

E. Discuss unit and specific objectives.

SUGGESTED ACTIVITIES

F. Discuss information and assignment sheets.

1. Use Information Sheet, Section I to discuss terms and definitions associated with writing and evaluating speeches.

    - Have students collect pictures from magazines to show different gestures. Display these pictures in the classroom, and ask students to identify the ideas being communicated by each picture.
    - Ask students to watch TV commercials for one night, take notes on commercials, and then report to the class about the commercials that make the best use of gestures to convey their messages.
    - Show the class the page of entries you have copied from the *Reader's Guide to Periodical Literature*, or take the students to a library where all the volumes of the guide are available. Explain to students how the guide is used.

2. Use Information Sheet, Section II, to discuss the phases of communication and their definitions.

    - Explain the difference between *hearing* a speaker and really *listening* to a speaker. Listening involves staying alert, resisting distractions, noting nonverbal cues, and concentrating on what the speaker is saying—receiving, processing, and evaluating the speaker's message.
    - Explain the difference between *talking* and *speaking*. Speaking involves using effective verbal skills (such as proper diction, grammar, pronunciation) as well as effective nonverbal skills (such as visible body movements, facial expressions and gestures, and posture) to communicate a message.
    - Explain the term *particular purpose* in each of the definitions presented in this section of the information sheet. Point out that people give speeches for one of three reasons: to inform the audience, to persuade the audience, or to integrate the members of the audience (pep talks, speeches of welcome, introductions). People listen to speeches to be informed on a subject, to hear reasons why they should be persuaded by the speaker, and to be integrated into a group.
    - Discuss Assignment Sheet #1 and have each student complete the assignment sheet. This assignment will help the student adapt to speaking before an audience quickly.
    - List the words *inform, persuade,* and *integrate* as three column headings on the chalkboard. Then conduct a class discussion, asking students to give examples of speech topics that might fit under these headings. Give each student an opportunity to come up with a speech topic until it seems the possibilities are exhausted.

    EXAMPLE: A speech about encouraging people to join the alumni association should be classified under the *persuade* column.

SUGGESTED ACTIVITIES

3. Use Information Sheet, Sections III and IV to make students aware of different types of presentations and their purposes. Stress the importance of selecting the right kind of presentation for the purpose required.
   - Show film *J.J. Gets to His Feet.*
   - After students review Sections III and IV, have them develop a list of situations in which each type of presentation would be most effective.
   - Ask students to state their intended purpose as they complete Assignment Sheet #1. Was the purpose to entertain, inform, or influence?
4. Use Information Sheet, Section V to discuss guidelines for preparing a successful speech.
   - Explain that knowing your audience is one of the most important aspects of a successful speech.
   - Discuss the rest of the guidelines, continuing with the example used for the first guideline. For instance, to illustrate the guideline "choose information that is current and timely," tell students that they should try to center speeches around current events or topics.
5. Use Information Sheet, Sections VI through XI to discuss information students will need in writing a speech: steps to follow in writing a speech, guidelines to follow when gathering information for a speech, rules for using quotations and statistics in a speech, reasons for using outlines, principal parts of an outline, and the types of outlines.
   - Discuss with students the importance of following the order of the steps presented in Section VI of the information sheet. Explain that they will save themselves much time and energy if they do not get the cart before the horse when writing a speech.
   - Discuss Section VII and point out to students the various trade magazines and journals available to them in the classroom. Show students how to complete tasks associated with researching a subject. For example, show students how to use a table of contents in a magazine to locate articles, how to scan an article to determine its usefulness as a reference, and how to record key information (take notes) from a useful article.
   - Take students on a prearranged field trip to either the school or public library.
   - Discuss Section VIII and emphasize that, although using statistics and quotations in a speech can serve to help the speaker make a point, their use should be limited, and when used, they must be quoted precisely and in context and be correctly identified as to source and date. Show students how to record quotations and statistics on index cards.

SUGGESTED ACTIVITIES

- Discuss Sections IX through XI and point out that outlining is a basic skill used to create the framework in all forms of communication. Explain that students will save time in organizing their ideas and in recognizing their speeches' strengths and weaknesses if they will make outlines *before* attempting to write their speeches. Use Transparency #1 to illustrate your discussion.

  Discuss the parts of an outline, using Transparency #2 to illustrate your discussion.

  Discuss the types of outlines, using Transparencies #3 through #5 to illustrate your discussion.

- Discuss Assignment Sheets #2 through #6. Guide students through these assignment sheets in the order they are presented, and have students turn in one assignment sheet for evaluation before they proceed to the next assignment sheet.

6. Use Information Sheet, Sections XII through XVI, to discuss information students will need in delivering a speech: ways to develop proper delivery, ways to develop and add meaning to the delivery of a speech, reasons for using gestures when giving a speech, ways to make a good impression when delivering a speech.

   - Introduce and then show films *J.J. Gets Ready* and *Speaking to One or One Thousand*. Ask students to take notes over the methods to develop delivery that are presented in the films. Have your students volunteer the methods they have listed as you discuss each and write it on the chalkboard.

7. Use Information Sheet, Section XVII, to discuss factors to consider when listening to and evaluating a speech.

   - Explain that evaluating someone else's speech will also assist you in evaluating the quality of your own speech.

   - Introduce the videotape or cassette tape of *Prepared Public Speaking*, and then show or listen to the tape, asking students to use the factors listed in the information sheet to evaluate the strengths of each of the national winning speakers presented. Discuss students' evaluations after showing or listening to the tape.

8. Discuss Assignment Sheets #7 through #9 and then have students complete each assignment sheet.

   - In Assignment Sheet #7, every student will be required to present the speech he or she has written. Videotape each speech to use as a tool for evaluation and discussion.

9. Discuss Assignment Sheet #10 and have students complete.

SUGGESTED ACTIVITIES

10. Use Information Sheet, Section XVIII, to discuss organizations that students should consider for making their presentations for additional practice and experience.

    - Contact one or more of the organizations mentioned and make plans for a couple of your students to give a presentation to the organization. This is the best way for your students to prepare for public speaking contests.

11. Use Information Sheet, Sections XIX through XXI, to discuss how to present welcome addresses, introductions, and awards and how to overcome nervousness.

    - Have a student present a welcome address to the class before the one-minute presentation, prepared speech, demonstration, and illustrated talk.
    - Have each student make an introduction of the next speaker (student.)
    - Have a mock awards presentation and allow each student to present an award to a fellow student.
    - Have practice sessions on overcoming nervousness.

G. Give test.

H. Critique test and discuss in class.

I. Reteach and retest as necessary.

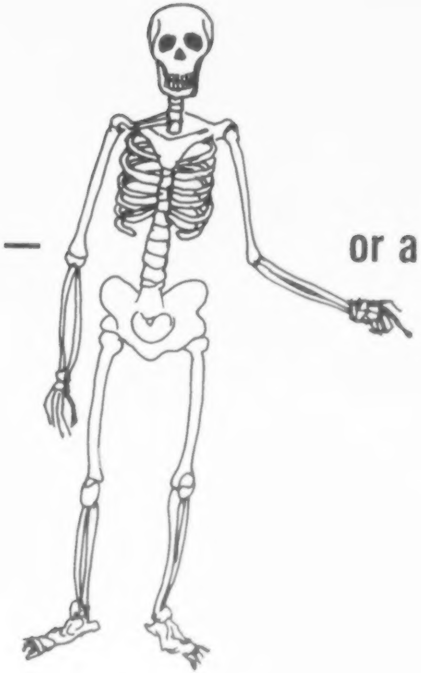
III. Unit references

A. Patton, Bob, Greg Pierce, and Joyce Sawatzky. *VICA: Learn, Grow, and Become.* Stillwater, Oklahoma: State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1984.

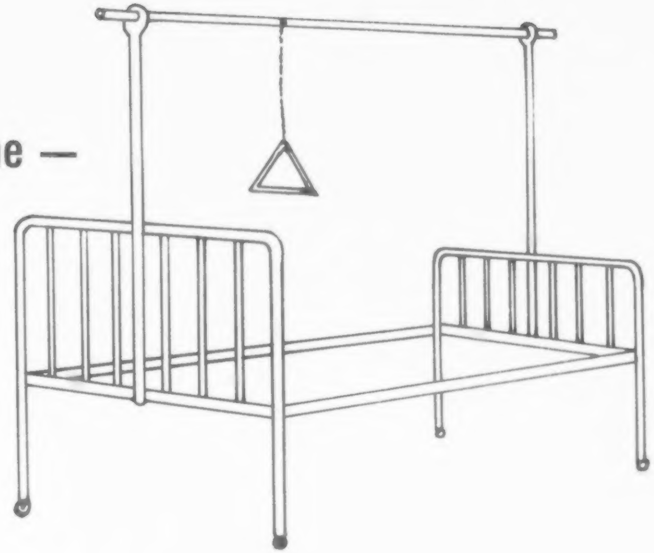
B. Harp, Keith and Jim Steward. *Vocational Agriculture II.* Stillwater, Oklahoma: State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1986.

What Is An Outline?

A Skeleton —



or a Frame —



An outline forms the framework of a speech.

Principal Parts of an Outline

I. INTRODUCTION:	Arouses interest in you and indicates your appreciation of the audience.
II. BODY:	Develops the main idea; lets the audience know what they are to hear and prepares them for good listening.
III. CONCLUSION:	Summarizes, reviews, urges action, or gains respect for ideas expressed.

What Should an Outline Look Like?

I. INTRODUCTION

II. BODY

  A. First main point

    1. Subpoint #1
    2. Subpoint #2

  B. Second main point

    1. Subpoint #1
    2. Subpoint #2

III. CONCLUSION

Topical Outline Style

TITLE

Disease Cures

I. INTRODUCTION

Importance of research

II. BODY

A. First Main Point
Identification of disease's cause
1. Subpoint #1
2. Subpoint #2

B. Second Main Point
Isolation of disease
1. Subpoint #1
2. Subpoint #2

III. CONCLUSION

Possible cure

Sentence Outline Style

TITLE

Finding Cures for New Diseases

I. INTRODUCTION

Research of a new disease is essential to finding a cure. Begin with research and end with a possible cure.

II. BODY

A. First main point

The initial research begins with locating the disease's cause.

1. Subpoint #1
2. Subpoint #2

B. Second Main Point

After finding the cause, the disease is isolated and tested.

1. Subpoint #1
2. Subpoint #2

III. CONCLUSION

The result of the testing is a possible cure for the disease.

GIVING PRESENTATIONS
UNIT V

INFORMATION SHEET

I. Terms and definitions associated with writing and evaluating speeches

   A. Speech — The communication or expression of thoughts in spoken words

   B. Communication — Two-way process of speaking and listening; exchange of information

   C. *Reader's Guide to Periodical Literature* — Monthly publication that identifies current magazine articles

   (NOTE: The *Reader's Guide to Periodical Literature* may be found in most public libraries.)

   D. Quotation — Statement in which another person's words are cited exactly

   E. Statistics — Data in the form of facts and figures

   F. Gesture — Facial expression or body motion used to emphasize an idea (Figures 1 and 2)

   EXAMPLES:

FIGURE 1

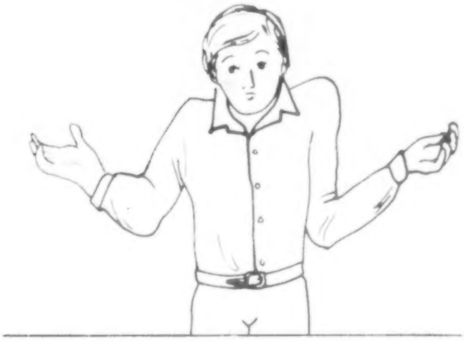
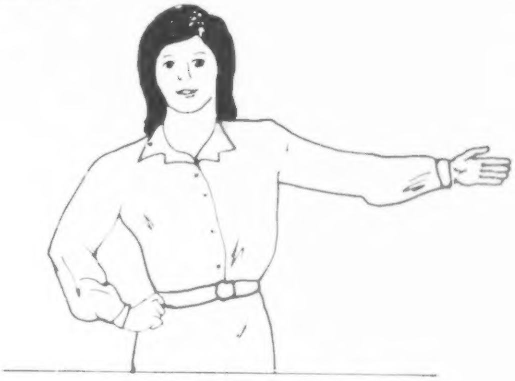


FIGURE 2



   G. Articulate — To talk distinctly

   H. Pronunciation — To pronounce words

   I. Attitude — Position assumed for a specific purpose

   J. Poise — Easy, self-possessed assurance of manner

INFORMATION SHEET

K. Fluency — Quality of being effortlessly smooth and rapid; polished

L. Outline — Logical organization of ideas that forms the framework of any story, essay, or other form of information

M. Context — Interrelationship of words in a paragraph or sentence that makes clear their exact meanings

N. Plagiarism — The act or instance of stealing and passing off the words of someone else as one's own

II. Phases of communication and their definitions

A. Speaking — Using verbal and nonverbal expression to transmit a message to a receiver for a particular purpose

(NOTE: The speaker must use effective verbal skills [proper diction, grammar, pronunciation] as well as effective nonverbal skills [visible body movements, facial expressions, gestures, posture] to communicate a message.)

B. Listening — Receiving, processing, and evaluating verbal and nonverbal messages expressed by sender for a particular purpose

(NOTE: Receiving, processing, and evaluating the speaker's message involves staying alert, resisting distractions, noting nonverbal cues, and concentrating on what the speaker is saying—really hearing the speaker's message.)

III. Types of group presentations

A. Demonstration — Presentation illustrating the step-by-step procedure for performing a task or assignment

B. Illustrated talk — Presentation using visual aids and objects to assist in making a point

C. Panel discussion — Presentation in which three or more individuals discuss a topic from different points of view

D. Prepared speech — Formal presentation following a logical sequence

E. Oral report — Presentation covering the facts of a speech, report, or written document

F. Extemporaneous speech — Speech given on the spur of the moment with little or no prior preparation

IV. General purposes of a group presentation

A. To inform

INFORMATION SHEET

B. To influence

C. To entertain

V. Guidelines for preparing a successful speech

A. Know your audience

B. Choose an idea that is interesting to the audience

C. Choose an idea that is striking, different, or unusual

D. Choose information that is current and timely

E. Make presentation clear to yourself

(NOTE: Think about logical order.)

F. Phrase speech clearly for your audience

G. Explain any new ideas or terms related to subject (topic)

H. Practice giving your speech

VI. Steps to follow in writing a speech

A. Select a familiar subject

B. Research available references

C. Record key information

EXAMPLE: Write on 3×5 cards

D. Develop an outline

E. Write a rough draft

F. Revise rough draft

G. Type or print the final copy

VII. Guidelines to follow when gathering information for a speech

(NOTE: Background information is available for the person who will look for it. The following list includes only a few reference possibilities.)

A. Check personal books

INFORMATION SHEET

B. Review back issues of trade and business magazines

C. Check school and public libraries

D. Use *Reader's Guide to Periodical Literature* to locate magazine articles

E. Write to associations

F. Interview a resource person

EXAMPLES: President of a civic club, business owner, local politician

G. Contact appropriate federal, state, or county government agencies

H. Check educational facilities and their publications

I. Check newspapers

(NOTE: Many newspaper editors have very useful information.)

VIII. Rules for using quotations and statistics in a speech

A. Use only when needed to make a point

(NOTE: Limit the use of quotations in your speech; the audience wants to hear your opinions, not another author's opinions.)

B. Make sure the source and date of information are accurate

(NOTE: It is common courtesy to cite the author's name and doing so often helps support your information.)

C. Keep the true meaning of the quotations and statistics

(NOTE: Use quotations and statistics in their original context.)

IX. Reasons for using outlines

A. To help you recognize the speech's strengths and weaknesses

B. To help you in organizing and developing your ideas

C. To help you keep your speech relevant

D. To help you save time when writing the speech

INFORMATION SHEET

X. Principal parts of an outline and their definitions

  A. Introduction — Beginning of speech; should attract and motivate audience

  (NOTE: The introduction of a speech should get the audience's attention, state the purpose, relate the importance of the topic to the audience, and preview the main points to be covered.)

  B. Body — Central theme of speech; carries main ideas

  (NOTE: The body of a speech carries the speaker's message. It consists of the main points, subpoints, and supporting detail. Its main objective is to develop fully the theme of your presentation.)

  C. Conclusion — End of speech; reviews or summarizes main points of speech, or asks for action

  (NOTE: The end of a speech is just as important as the beginning and must be afforded its proper allotment of preparation. Your conclusion must do two things: give your audience a feeling of completeness or satisfaction in terms of your having done what you set out to do, and center attention on the whole idea of your speech rather than on any part of it. In short, it must drive home the central message of the speech.)

XI. Types of outlines and their definitions

  A. Topical — Outline style using key words or phrases to express the order of the thoughts to be presented in a speech (See Figure 3)

  B. Sentence — Outline style using complete sentences to express the order of the thoughts to be presented in a speech

  (NOTE: The sentence outline is more complete and therefore is usually a better outline style for beginning speakers to use. See Figure 4.)

INFORMATION SHEET

EXAMPLES:

FIGURE 3: Topical outline style

TITLE

Disease Cures

I. **INTRODUCTION**

Importance of research

II. **BODY**

A. **First main point**

Identification of disease's cause

1. Subpoint #1
2. Subpoint #2

B. **Second main point**

Isolation of disease

1. Subpoint #1
2. Subpoint #2

III. **CONCLUSION**

Possible cure

FIGURE 4: Sentence outline style

TITLE

Finding Cures for New Diseases

I. **INTRODUCTION**

Research of a new disease is essential to finding a cure. Begin with research and end with a possible cure.

II. **BODY**

A. **First main point**

The initial research begins with locating the disease's cause.

1. Subpoint #1
2. Subpoint #2

B. **Second main point**

After finding the cause, the disease is isolated and tested.

1. Subpoint #1
2. Subpoint #2

III. **CONCLUSION**

The result of the testing is a possible cure for the disease.

XII. Ways to develop proper delivery of a speech

- A. Practice speech in front of mirror
- B. Use tape or video recorder for evaluating delivery
- C. Practice giving speech in front of another person(s)
- D. Ask for a professional to critique you

INFORMATION SHEET

XIII. Ways to develop and add meaning to the delivery of a speech

  A. Maintain eye contact

  B. Gesture

  EXAMPLES: Use your hands; vary facial expressions

  (NOTE: Be yourself, but do not overact. Overacting focuses the audience's attention on the speaker, not on the speech.)

  C. Maintain good posture

  D. Move around

  E. Use voice control

  F. Use brain control

  G. Pace

  H. Use visuals if appropriate

XIV. Reasons for using gestures when giving a speech

  A. To emphasize specific thoughts

  B. To convey attitudes or moods

  C. To express thoughts and feelings

XV. Ways to make a good impression when delivering a speech

  A. Be neatly groomed and appropriately attired

  B. Be prepared

  (NOTE: The best way to be prepared is to practice your speech until you know it well and can deliver it smoothly.)

  C. Let all important actions and gestures be seen clearly

  D. Be enthusiastic and confident

  E. Recognize that some fear is normal; do not get too upset

  F. Speak clearly, slowly, and in a pleasant tone of voice

XVI. Ways to reduce nervousness (stage fright)

  A. Exercise before giving presentation

  EXAMPLES: Open and close mouth, tighten and release muscles that are tense, open and close hands, shake hands

  B. Control your breathing

  EXAMPLE: Inhale, hold, and exhale slowly

INFORMATION SHEET

C. Practice mind control

EXAMPLE: Picture a pleasant scene in your mind such as a deserted beach on a tropical island with the waves splashing at your feet as you walk along the beach

XVII. Factors to consider when listening to and evaluating a speech

A. Content of speech

1. Important and appropriate subject
2. Suitable materials
3. Accurate statements included
4. Evidence of purpose

B. Composition of speech

1. Clear organization of content
2. Appropriate language
3. Unity of thought
4. Proper sentence structure
5. Logical development
6. Accomplishment of purpose

C. Speaker's voice quality

1. Proper pitch
2. Proper articulation
3. Proper force
4. Proper pronunciation
5. Pace

D. Speaker's stage presence

1. Appropriate attitude
2. Good poise and body posture
3. Ease before audience
4. Appropriate personality

E. Speaker's personal appearance

1. Neat appearance
2. Appropriate dress

F. Speaker's power of expression

1. Fluent
2. Direct
3. Proper emphasis
4. Good communicative ability
5. Sincere
6. Good conveyance of thought and meaning

INFORMATION SHEET

G. Speaker's response to questions — Answers reflect speaker's originality, familiarity with subject, and ability to think quickly

H. General effect of speech — Speech was interesting, understandable, convincing, pleasing, and captivating

XVIII. List of organizations or groups to consider in giving a presentation:

Optimist Club

Lions Club

Kiwanis Club

Chamber of Commerce

Jaycees

Licensed Practical Nurses Association

Sales and Marketing Executives

Vocational associations

League of Women Voters

State Education Association

Rotary Club

Toastmasters

Secondary School Principals

State Board of Education

Local school board

Chief School Officers

Parent Teacher Association

American Legion

Century Club

Veterans of Foreign Wars

Labor unions (AFL-CIO, IBEW, etc.)

Medical Society

Other student or youth organizations (school, vocational, special programs, Boy Scouts, etc.)

Better Business Bureau

Agency to Reduce Crime

INFORMATION SHEET

Business and Professional Women's Club

Masonic Lodge

Knights of Columbus

Retail merchants association

Public school assemblies

City council meetings

House of Representatives and/or Senate

Local business or industry board meetings

XIX. Steps for presenting welcome addresses

- A. Remain poised
- B. Stay calm
- C. State the purpose of meeting
- D. Be brief
- E. Express your appreciation to the audience's attendance

XX. Steps for presenting introductions

- A. Remain poised
- B. Stay calm
- C. Give brief background information about speaker

  EXAMPLES: High school, organizations, family, hobbies, education, occupations, etc.

- D. State the presentation's title (if possible)
- E. State speaker's name last
- F. Keep introduction under 1½ minutes
- G. Lead applause
- H. Remain at podium until the speaker arrives at podium
- I. Go behind the speaker to your seat, not in front of the speaker

XXI. Steps for presenting awards

- A. Stay calm
- B. Explain the award's importance
- C. Introduce the recipient while discussing the recipient's accomplishments

INFORMATION SHEET

D. Shake the recipient's *right* hand while handing the award with your left hand

(NOTE: This procedure requires your hands to cross, therefore, you should practice the motion several times prior to the presentation to avoid embarrassment.)

E. Encourage the recipient to face the audience

F. Lead applause

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #1 — GIVE A ONE-MINUTE PREPARED TALK

NAME ______________________________ SCORE ____________

One of the best and easiest ways to begin preparing a presentation is to select a topic with which you are very familiar.

Prepare a one-minute talk about yourself, using the situation below.

> You have just been informed by your instructor that you are to meet a new chapter member at the airport at 8:00 p.m. You have never met this person. Describe yourself in detail so that the person will be able to identify you in the crowd at the airport.

(NOTE: Prepare your remarks and description below and on the back of this page.)

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #2 — SELECT A SPEECH TOPIC AND GATHER INFORMATION FOR A PREPARED SPEECH

NAME ______________________________ SCORE ______________

Perhaps the most difficult part of writing a speech is getting started—selecting a topic and gathering information on that topic. In this assignment sheet you will be guided through these two "getting started" phases of speech writing.

PART I: Selecting a speech topic

When selecting a topic for a speech, you should choose a subject that is familiar and interesting to you. Since most students are interested in Health Occupations Education, the following list of public speaking competitive events available to members would probably be a good starting place to help you select a speech topic. Study this list carefully and then follow the directions in Sections A and B.

- Prepared Speaking Competitive Event

  (NOTE: A speech for this contest must be on a previously announced subject in the national competitive events.)

- Extemporaneous Speaking Competitive Event

Topics for competitive events are usually related to the theme of the conference. For example, if the conference theme is "Prepare to Achieve, Expect to Succeed," speeches should be related to success. Use a catchy title such as HOSA: Preparing for Success, HOSA: The Road to Success, or Preparing for Success Through HOSA Activities. Other speech topics could center around HOE programmatic areas such as medical assistant or surgical technology; current health care issues such as acquired immune deficiency syndrome (AIDS), Alzheimer's disease, or respite care; or leadership development skills such as delegating, working as a team, or becoming assertive.

ASSIGNMENT SHEET #2

PART II: Gathering information

Gathering information to develop your speech topic consists of two stages: (1) selecting possible reference materials and (2) recording key information from those references. To help you through these stages, follow the directions and complete Sections A and B.

A. Reread Section V of the information sheet concerning guidelines to follow when gathering information for a speech, and then list possible references that may help you in finding background information to develop your speech topic. List those reference sources on the blanks below.

Possible reference sources:

ASSIGNMENT SHEET #2

B. Recording key information from your references

Recording key information from your resource material (note-taking) involves quoting another person's thoughts or summarizing another person's thoughts in your own words in such a way that the idea is clear to you and the original thought has not been distorted.

Read the following guidelines for recording information, and then, using the sources you listed in Section A, take notes to help you develop your speech topic. Hand in your notes to your instructor for evaluation.

Guidelines for recording information

- Record information on 3×5 cards.
- If you are in doubt about whether or not to take a note, take it. It is easier to discard a note you do not need than to relocate a source.
- Summarize information in your own words without distorting the original thought.
- Do not copy information word-for-word from the original unless your source concisely sums up a great deal of information and you want to incorporate that quotation into your speech.
- If you copy a quotation, make sure you enclose it in quotation marks so later you will know that the note was quoted verbatim.
- Cite on each card the source and date of the information you have recorded.

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #3 — WRITE AN OUTLINE FOR A PREPARED SPEECH

NAME ______________________________ SCORE ______________

After gathering information from available sources, the next step in developing a speech is to make an outline. After you have reviewed the notes you took over your reference material, outline your speech, using the space below. Use either the topic or sentence outline style discussed in Section IX of the information sheet. Have your instructor evaluate the completed outline.

TITLE

____

I. **INTRODUCTION**

____

____

II. **BODY**

A. **First main point**

____

____

1. Subpoint #1

____

____

2. Subpoint #2

____

____

B. **Second main point**

____

____

ASSIGNMENT SHEET #3

1. Subpoint #1

____

____

2. Subpoint #2

____

____

III. CONCLUSION

____

____

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #4 — WRITE AN INTRODUCTION FOR A PREPARED SPEECH

NAME ____ SCORE ______________

The introduction sets the stage for your speech. Select your words carefully. The introduction should be written in such a manner that the audience can identify with your speech. Make your sentences have meaning.

Using the outline you developed in Assignment Sheet #3, write the introduction to your speech. You may use the space below for your introduction. If more space is needed, use the back of this page. Have your instructor evaluate your completed introduction.

Speech title: ____

Introduction: ____

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #5 — WRITE THE BODY OF A PREPARED SPEECH

NAME ______________________________ SCORE ______________

The body of your speech is the heart of the speech. This part should be filled with useful information. The speech should flow from one point to another. Use words that have meaning and words that you feel comfortable using. If you use dates and figures, make sure that the sources are given.

A considerable amount of time should go into preparing this part of your speech. Using the outline you prepared in Assignment Sheet #3, write the body of your speech. Use the following pages for writing your speech. Read through your speech and make modifications as needed. Have your instructor evaluate the completed body of your speech.

Speech title: ____

Body: ____

ASSIGNMENT SHEET #5

ASSIGNMENT SHEET #5

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #6 — WRITE THE CONCLUSION OF A PREPARED SPEECH

NAME ______________________ SCORE __________

The conclusion should be short and closely tied to the text of your speech. The conclusion should summarize the key points of your speech and call for action if appropriate.

Using the outline you developed in Assignment Sheet #3, write the conclusion to your speech. Use the space below to write your conclusion. If more space is needed, continue on the back of this page. Have your instructor evaluate your completed conclusion.

Speech title: ______________________

Conclusion: ______________________

ASSIGNMENT SHEET #6

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #7 — GIVE A PREPARED SPEECH

NAME ______________________________ SCORE ______________

The time has arrived for you to prepare the final draft of your speech. Use Assignment Sheets #4, #5, and #6 as your rough draft. Rewrite your speech, making the introduction, body, and conclusion fit together. Review the speech closely to make sure that it flows. Rework any unfavorable words or incomplete statements.

The following points may assist you.

- Study and restudy your speech. Make sure that you know your speech; memorize it if necessary.

  (NOTE: A good way to memorize your speech is by reading it aloud several times.)

- Practice your speech in front of a mirror. This will allow you to practice the use of gestures.
- Tape or video record your speech and play it back. This will give you an opportunity to hear how you sound or to see and hear how you deliver your speech.

Now that you have studied your speech, you are ready to deliver your speech. The following information will assist you in your delivery.

- Be neatly groomed.
- Be prepared.
- Maintain eye contact.
- Gesture.
- Maintain good posture.
- Move around.
- Let all important actions or gestures be seen clearly.
- Recognize that some fear is normal.
- Speak clearly and in a pleasant tone of voice; use voice control.

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #8 — GIVE A DEMONSTRATION

NAME ______________________________ SCORE ______________

Demonstrations are much easier to develop and present than are other types of presentations. However, thorough preparation before giving the demonstration is important.

PART I

Select a topic that interests you and give a demonstration. Use the following work sheet to help you prepare your presentation.

TOPIC: ____

A. What tools and equipment do you need?

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____
11. ____
12. ____
13. ____
14. ____
15. ____

ASSIGNMENT SHEET #8

B. What visuals do you need?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

C. Where will you present the demonstration? ______________________________

(NOTE: Remember, everyone in the room must be able to see your presentation. Always check the room arrangement before giving your presentation.)

D. Having identified your topic and listed the equipment and tools needed, prepare your presentation. Use the following information to assist you.

- Make sure that your topic is current and that you are thoroughly familiar with the content.
- Develop your demonstration.
- Practice your demonstration and revise as necessary.
- Review the time frame; your presentation should not run over fifteen minutes.
- Make sure that the visuals used during your presentation are large enough to be seen by all people in attendance.
- Make sure that all of your tools and equipment are available, in working condition, and clean.
- Check the meeting place several days prior to giving the presentation.
- Make sure that safety procedures are followed while giving the demonstration.

ASSIGNMENT SHEET #8

PART II

This part of the assignment will be used by the instructor or another student to evaluate your demonstration. Read through the evaluation carefully. It will assist you in knowing what points to check before giving your demonstration.

A. What was the length of the presentation? ______________________________

B. Did the demonstration follow a logical sequence? Yes ______ No ______

C. Did the presenter speak in a clear, distinct tone? Yes ______ No ______

D. Was the demonstration interesting? Yes ______ No ______

E. Could the demonstration be seen clearly and were all visuals used large enough to be seen? Yes ______ No ______

F. Were proper safety procedures followed? Yes ______ No ______

If no, what safety procedures were not followed? ______________________________

____

____

____

____

G. Did the presenter have all of the necessary tools and equipment?

Yes ______ No ______

H. What, if any, tools were missing? ______________________________

I. Rate the presenter: Excellent ______ Good ______ Fair ______ Poor ______

J. What were the strengths of the presentation? ______________________________

____

____

____

____

____

ASSIGNMENT SHEET #8

K. What were the weaknesses of the presentation? ________________

L. in what ways could the presentation have been improved? ________________

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #9 — GIVE AN ILLUSTRATED TALK

NAME ____________________ SCORE __________

You have been asked to give a three-minute illustrated talk. Use interesting and relevant visuals when giving an illustrated talk.

PART I

A. Select a topic that interests you.

TOPIC: ____________________

B. Determine where the talk will be given. ____________________

(NOTE: People must be able to see your visuals during the talk. Check the room arrangement before giving your talk.)

C. Select and prepare visuals from the list below. Select types of visuals you will be using and write a brief description of each.

1. Charts ____________________
2. Models ____________________
3. Posters ____________________
4. Photographs ____________________
5. Actual objects ____________________
6. Transparencies ____________________
7. Other ____________________

ASSIGNMENT SHEET #9

D. List the equipment you will need.

1. ______________________________

2. ______________________________

3. ______________________________

E. Now that you have selected your topic, have identified where the talk will be given, and have determined the types of visuals you will need, you can start preparing your talk. The following information may be helpful to you.

- Make sure that the topic you selected is timely and that you feel comfortable with the topic.
- Review the time frame; the talk should not run over three minutes.
- Your visuals are the key to your presentation. Make sure they are large enough to be seen at the back of the room. Colors make your visuals stand out better and illustrate selected points.
- Arrange your visuals according to the points you wish to make.
- Practice your talk several times, paying close attention to your time.
- Handle your visuals skillfully:

  Address the visual and the audience;

  Use a pointer to illustrate specific points on the visual.

  Place visual at the back of the stack and continue with your talk.

PART II

This part of the assignment will be used by the instructor or another student to evaluate your illustrated talk. Read through the evaluation carefully. It will assist you in knowing what points to check before giving your talk.

A. What was the length of the talk? ______________________________

B. Did the talk hold the attention of the audience? Yes ______ No ______

C. Did the talk follow a logical sequence? Yes ______ No ______

D. Could the visuals be clearly seen from the back of the room? Yes ______ No ______

E. Were the visuals appropriate for the topic? Yes ______ No ______

ASSIGNMENT SHEET #9

F. Rate the use of visuals:

Overused ☐

Used appropriately ☐

Used very little ☐

G. Did the presenter handle the visuals correctly and skillfully? Yes ______ No ______

H. Rate the speaker's delivery.

1. Voice

_______a. Voice was loud

_______b. Voice was soft

_______c. Speaker spoke too fast

_______d. Speaker spoke in monotone

Comments: ____

____

2. Stage presence

a. Was the presenter dressed appropriately? Yes ______ No ______

Comments: ____

____

b. Did the presenter exhibit good poise and body posture?

Yes ______ No ______

Comments: ____

____

c. Was the presenter at ease before the audience? Yes ______ No ______

Comments: ____

____

ASSIGNMENT SHEET #9

d. Was the talk interesting, understandable, convincing, pleasing? Did it hold the audience's attention?

Comments? ______________________________

I. What were the strengths of the talk? ______________________________

J. What were the weaknesses of the talk? ______________________________

K. Rate the illustrated talk.

Excellent ______ Good ______ Fair ______ Poor ______

L. In what ways could the talk have been improved? ______________________________

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #10 — EVALUATE ANOTHER STUDENT'S PRESENTATION

NAME ________________________ SCORE ____________

In Section XVII of the information sheet, you studied the factors to consider when listening to and evaluating a speech. The items listed in the information sheet were based on the score sheet used by the judges at public speaking contests. In this assignment sheet, you will use the official speech-rating sheet to evaluate another student's speech. But remember, evaluating someone else will also assist you in evaluating your own speeches.

Read Part I of the assignment sheet below. Evaluate another student's speech by filling in the score sheet and by following the directions in Part I. Have your instructor evaluate your completed assignment sheet.

Part I: Speech identification data

A. Record the speaker's name on the blank line below.

____

B. Record the title of the speech on the blank line below.

____

C. List the main point(s) the speaker made in the introduction to the speech.

____

____

____

D. List the main point(s) the speaker made in the body of the speech.

____

____

____

____

E. List the main point(s) the speaker made in the conclusion of the speech.

____

____

____

ASSIGNMENT SHEET #10

F. State the topic of the speech on the lines below.

G. Discuss the speaker's voice quality. (Was the speaker's voice forceful enough? Was his or her pitch pleasing? Did he or she pronounce words clearly and correctly?)

H. Discuss the speaker's stage presence and personal appearance. (Was the speaker confident, poised, and at ease before the audience?)

I. Discuss the speaker's power of expression. (How fluent was the speaker? Did the speaker convey the thought and meaning intended? Did the speaker seem sincere?)

J. Discuss the speaker's ability to answer questions about the speech.

K. Discuss the general effect of the speech upon the audience.

GIVING PRESENTATIONS
UNIT V

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Evaluated to the satisfaction of the instructor

Assignment Sheet #2 — Evaluated to the satisfaction of the instructor

Assignment Sheet #3 — Evaluated to the satisfaction of the instructor

Assignment Sheet #4 — Evaluated to the satisfaction of the instructor

Assignment Sheet #5 — Evaluated to the satisfaction of the instructor

Assignment Sheet #6 — Evaluated to the satisfaction of the instructor

Assignment Sheet #7 — Evaluated to the satisfaction of the instructor

Assignment Sheet #8 — Evaluated to the satisfaction of the instructor

Assignment Sheet #9 — Evaluated to the satisfaction of the instructor

Assignment Sheet #10 — Evaluated to the satisfaction of the instructor

GIVING PRESENTATIONS
UNIT V

TEST

NAME ________________________________ SCORE ______________

1. Match terms associated with writing and evaluating speeches to their correct definitions. Write the correct numbers in the blanks.

_____a. Easy, self-possessed assurance of manner

_____b. The communication or expression of thoughts in spoken words

_____c. Position assumed for a specific purpose

_____d. Facial expression or body motion used to emphasize an idea

_____e. Statement in which another person's words are cited exactly

_____f. Two-way process of speaking and listening; exchange of information

_____g. To talk distinctly

_____h. To pronounce words

_____i. Data in the form of facts and figures

_____j. Quality of being effortlessly smooth and rapid; polished

_____k. Monthly publication that identifies current magazine articles

_____l. Interrelationship of words in a paragraph or sentence that makes clear their exact meanings

_____m. Logical organization of ideas that forms the framework of any story, essay, or other form of information

_____n. The act or instance of stealing and passing off the words of someone else as one's own

1. Speech
2. Communication
3. *Reader's Guide to Periodical Literature*
4. Quotation
5. Statistics
6. Gesture
7. Articulate
8. Paraphrase
9. Pronunciation
10. Delivery
11. Attitude
12. Fluency
13. Poise
14. Context
15. Outline
16. Plagiarism

TEST

2. Match the phases of communication to their correct definitions. Write the correct numbers in the blanks.

______a. Using verbal and nonverbal expression to transmit a message to a receiver for a particular purpose

______b. Receiving, processing, and evaluating verbal and nonverbal messages expressed by sender for a particular purpose

1. Speaking
2. Listening

3. Match types of group presentations to their correct descriptions. Write the correct numbers in the blanks.

______a. Presentation covering the facts of a speech, report, or written document

______b. Presentation in which three or more individuals discuss a topic from different points of view

______c. Presentation illustrating the step-by-step procedure for performing a task or assignment

______d. Presentation using visual aids and objects to assist in making a point

______e. Formal presentation following a logical sequence

______f. Speech given on the spur of the moment with little or no prior preparation

1. Demonstration
2. Prepared speech
3. Oral report
4. Illustrated talk
5. Panel discussion
6. Extemporaneous speech

4. Select from the following list general purposes of a group presentation. Write an "X" in the blank before each correct answer.

______a. To entertain

______b. To influence

______c. To procrastinate

______d. To judge

______e. To evaluate

______f. To inform

TEST

5. Select from the following list guidelines for preparing a successful speech. Write an "X" in the blank before each correct answer.

_____a. Choose an idea that is interesting to the audience

_____b. Speak quietly, but quickly, to finish on time

_____c. Explain any new ideas or terms related to the subject (topic)

_____d. Phrase speech clearly for your audience

_____e. Use technical terms

_____f. Speak in a flat voice to be clearly understood

_____g. Make presentation clear to yourself

_____h. Choose information that is at least one year old

_____i. Practice giving your speech

_____j. Choose an idea that is striking, different, or unusual

_____k. Know your audience

6. Arrange in order steps to follow in writing a speech. Write a "1" in the blank before the first step, a "2" in the blank before the second step, and so on.

_____a. Record key information

_____b. Develop an outline

_____c. Research available references

_____d. Select a familiar subject

_____e. Type or print the final copy

_____f. Revise rough draft

_____g. Write a rough draft

7. Select from the following list guidelines to follow when gathering information for a speech. Write an "X" in the blank before each correct answer.

_____a. Use *Reader's Guide to Periodical Literature* to locate magazine articles

_____b. Check personal books

TEST

______c. Check school and public libraries

______d. Check newspapers

______e. Review back issues of trade and business magazines

______f. Contact appropriate federal, state, or county government agencies

______g. Write to associations

______h. Interview a resource person

______i. Check educational facilities and their publications

8. State rules for using quotations and statistics in a speech.

a. ____

b. ____

c. ____

9. Discuss reasons for using outlines.

____

____

____

10. Match principal parts of an outline to their correct definitions. Write the correct numbers in the blanks.

______a. End of speech; reviews or summarizes main points of speech, or asks for action

______b. Central theme of speech; carries main ideas

______c. Beginning of speech; should attract and motivate audience

1. Introduction
2. Body
3. Conclusion
4. Main point

11. Define types of outlines.

a. Topical — ____

____

TEST

b. Sentence — ______________________________

____

12. State ways to develop proper delivery of a speech.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

13. Select from the following list ways to develop and add meaning to the delivery of a speech. Write an "X" in the blank before each correct answer.

_____a. Maintain eye contact

_____b. Dress properly

_____c. Gesture

_____d. Maintain good posture

_____e. Move around

_____f. Use technical terms

_____g. Use voice control

14. State reasons for using gestures when giving a speech.

a. ______________________________

b. ______________________________

c. ______________________________

15. State four ways to make a good impression when delivering a speech.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

TEST

16. List ways to reduce nervousness (stage fright).

a. ____________________

b. ____________________

c. ____________________

17. List factors to consider when listening to and evaluating a speech.

Content of speech (List two)

a. ____________________

b. ____________________

Composition of speech (List three)

a. ____________________

b. ____________________

c. ____________________

Speaker's voice quality (List two.)

a. ____________________

b. ____________________

Speaker's stage presence (List two.)

a. ____________________

b. ____________________

Speaker's personal appearance (List one.) — ____________________

____

Speaker's power of expression (List three.)

a. ____________________

b. ____________________

c. ____________________

TEST

Speaker's response to questions (List one.) — ____________________

____

General effect of speech (List one.) — ____________________

____

18. List ten organizations to consider in giving a presentation.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

f. ____________________

g. ____________________

h. ____________________

i. ____________________

j. ____________________

19. List the steps for presenting welcome addresses.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

20. List the steps for presenting introductions.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

TEST

e. ____

f. ____

g. ____

h. ____

i. ____

21. List the steps for presenting awards

a. ____

b. ____

c. ____

d. ____

e. ____

f. ____

(NOTE: Test items 22 through 31 list the assignment sheets that are considered an important part of this test. If they have not been completed, check with your instructor.)

22. Give a one-minute prepared talk.

23. Select a speech topic and gather information for a prepared speech.

24. Write an outline for a prepared speech.

25. Write an introduction for a prepared speech.

26. Write the body of a prepared speech.

27. Write the conclusion of a prepared speech.

28. Give a prepared speech.

29. Give a demonstration.

30. Give an illustrated talk.

31. Evaluate another student's presentation.

GIVING PRESENTATIONS
UNIT V

ANSWERS TO TEST

1. a. 13
   b. 1
   c. 11
   d. 6
   e. 4
   f. 2
   g. 7
   h. 9
   i. 5
   j. 12
   k. 3
   l. 14
   m. 15
   n. 16

2. a. 1
   b. 2

3. a. 3
   b. 5
   c. 1
   d. 4
   e. 2
   f. 6

4. a, b, f

5. a, c, d, g, i, j, k

6. a. 3
   b. 4
   c. 2
   d. 1
   e. 7
   f. 6
   g. 5

7. a, b, c, d, e, f, g, h, i

8. a. Use only when needed to make a point
   b. Make sure the source and date of information are accurate
   c. Keep the true meaning of the quotations and statistics

9. Discussion should include the following

   a. To help you recognize the speech's strengths and weaknesses
   b. To help you in organizing and developing your ideas
   c. To help you keep your speech relevant
   d. To help you save time when writing the speech

ANSWERS TO TEST

10. a. 3
    b. 2
    c. 1

11. a. Outline style using key words or phrases to express the order of the thoughts to be presented in a speech
    b. Outline style using complete sentences to express the order of the thoughts to be presented in a speech

12. a. Practice speech in front of mirror
    b. Use tape or video recorder for evaluating delivery
    c Practice giving speech in front of another person(s)
    d. Ask for a professional to critique you

13. a, c, d, e, g

14. a. To emphasize specific thoughts
    b. To convey attitudes or moods
    c. To express thoughts and feelings

15. Answer should include any four of the following

    a. Be neatly groomed and appropriately attired
    b. Be prepared
    c. Let all important actions and gestures be seen clearly
    d. Be enthusiastic and confident
    e. Recognize that some fear is normal; do not get too upset
    f. Speak clearly, slowly, and in a pleasant tone of voice

16. a. Exercise before giving presentation
    b. Control your breathing
    c. Practice mind control

17. **Content of speech** (Answer should include any two of the following.)

    a. Important and appropriate subject
    b. Suitable materials
    c. Accurate statements included
    d. Evidence of purpose

ANSWERS TO TEST

Composition of speech (Answer should include any three of the following.)

a. Clear organization of content
b. Appropriate language
c. Unity of thought
d. Proper sentence structure
e. Logical development
f. Accomplishment of purpose

Speaker's voice quality (Answer should include any two of the following.)

a. Proper pitch
b. Proper articulation
c. Proper force
d. Proper pronunciation
e. Pace

Speaker's stage presence (Answer should include any two of the following.)

a. Appropriate attitude
b. Good poise and body posture
c. Ease before audience
d. Appropriate personality

Speaker's personal appearance (Answer should include one of the following.)

a. Neat appearance
b. Appropriate dress

Speaker's power of expression (Answer should include any three of the following.)

a. Fluent
b. Direct
c. Proper emphasis
d. Good communicative ability
e. Sincere
f. Good conveyance of thought and meaning

Speaker's response to questions — Answers reflect speaker's originality, familiarity with subject, and ability to think quickly

General effect of speech — Speech was interesting, understandable, convincing, pleasing, and captivating

ANSWERS TO TEST

18. Any ten of the following

    Optimist Club
    Lions Club
    Kiwanis Club
    Chamber of Commerce
    Jaycees
    Licensed Practical Nurses Association
    Sales and Marketing Executives
    Vocational associations
    League of Women Voters
    State Education Association
    Rotary Club
    Toastmasters
    Secondary School Principals
    State Board of Education
    Local school board
    Chief School Officers
    Parent Teacher Association
    American Legion
    Century Club
    Veterans of Foreign Wars
    Labor unions (AFL-CIO, IBEW, etc.)
    Medical Society
    Other student or youth organizations (school, vocational, special programs, Boy Scouts, etc.)
    Better Business Bureau
    Agency to Reduce Crime
    Business & Professional Women's Club
    Masonic Lodge
    Knights of Columbus
    Retail merchants association
    Public school assemblies
    City council meetings
    House of Representatives and/or Senate
    Local business or industry board meetings

19. a. Remain poised
    b. Stay calm
    c. State the purpose of meeting
    d. Be brief
    e. Express your appreciation for the audience's attendance

20. a. Remain poised.
    b. Stay calm
    c. Give brief background information about speaker
    d. State the presentation's title (if possible)
    e. State speaker's name last
    f. Keep introduction under 1½ minutes
    g. Lead applause
    h. Remain at podium until the speaker arrives at podium
    i. Go behind the speaker to your seat, not in front of speaker

ANSWERS TO TEST

21. a. Stay calm
    b. Explain the award's importance
    c. Introduce the recipient while discussing the recipient's accomplishments
    d. Shake the recipient's *right* hand while handing the award with your left hand
    e. Encourage the recipient to face the audience
    f. Lead applause

22. Evaluated to the satisfaction of the instructor.

23. Evaluated to the satisfaction of the instructor.

24. Evaluated to the satisfaction of the instructor.

25. Evaluated to the satisfaction of the instructor.

26. Evaluated to the satisfaction of the instructor.

27. Evaluated to the satisfaction of the instructor.

28. Evaluated to the satisfaction of the instructor.

29. Evaluated to the satisfaction of the instructor.

30. Evaluated to the satisfaction of the instructor.

31. Evaluated to the satisfaction of the instructor.

APPENDIX

THE HOE-HOSA PARTNERSHIP

Introduction

This unit is designed to help you establish an active student-led HOSA chapter and to intergrate HOSA activities and projects into your health occupations curriculum and classroom. *LEARN, GROW AND BECOME* provides a curriculum and teaching tools that can be used to **develop, practice** and **refine** leadership and followership skills. The HOSA chapter is an extraordinary "leadership laboratory" in which HOE students are provided a foundation on which they can build a successful health care career.

This unit and book is designed to supplement the *NATIONAL HOSA HANDBOOK*, the official chapter handbook of Health Occupations Students of America. This book was adopted by the HOSA, Inc. Board of Directors and is a recommended resource for all HOSA chapters and state associations.

The unit will help you understand the "what's," "how's" and "why's" of establishing and supporting a HOSA chapter. A process is presented that can be used to establish a nationally affiliated HOSA chapter.

Unit Contents

1. HOSA — The Mission
2. HOSA — The Organization
3. The Goals of HOSA
4. Establishing a HOSA chapter
5. The HOSA Advisor
6. The Chapter—A Leadership Laboratory
7. Leadership Development Tools
8. Instructional Techniques
9. Integrating Competitive Events into the Classroom Laboratory
10. Chapter Program of Work
11. State Leadership Conference
12. National Leadership Conference
13. Essential Elements
14. Summary

I. HOSA — The Mission

Health Occupations Students of America (HOSA) is a national vocational student organzation endorsed by the U.S. Department of Education and the Health Occupations Education Division of the American Vocational Association. HOSA's two-fold mission is **to promote career opportunities in the health care industry and to enhance the delivery of quality health care to all people.** HOSA's goal is to encourage all health occupations instructors and students to join and be actively involved in the HOE-HOSA Partnership.

HOSA provides a unique program of leadership development, motivation and recognition exclusively for secondary, post secondary, adult and collegiate students enrolled in health occupations education programs. HOSA is 100% health care! Membership in HOSA is restricted to health occupations students.

Since its inception in 1976, HOSA has grown steadily reaching nearly 40,000 students through thirty-seven (37) state associations and 1,500 chapers in the 1988-89 membership year.

HOSA is not a club to which a few students in school join. Rather, HOSA is a powerful instructional tool that works best when it is integrated into the HOE curriculum and classroom. HOE instructors are committed to the development of the total person. Those who join the HOE-HOSA Partnership recognize the importance of providing students with training far beyond the basic technical skills needed for entry into the health care field. The rapidly changing health care system needs dedicated workers who, in addition to their technical skills, are people-oriented and capable of playing a leadership or followership role as a member of a health care team.

HOSA's mission is especially critical when considering the acute shortage of qualified workers for the health care industry. It is essential that the HOE-HOSA Partnership maintain its momentum and encourage all HOE instructors to integrate HOSA into their curriculum and classrooms. This book can help achieve this worthy goal.

II. HOSA — THE ORGANIZATION

HOSA, Inc., the legal entity for Health Occupations Students of America, is an incorporated non-profit organization which was chartered in Delaware and has received 501 (c)(3) tax exempt status by the Internal Revenue Service. The object of HOSA, Inc. shall be to sponsor the vocational student organization, HOSA. The primary documents for the organization are: *HOSA, Inc. Articles of Incorporation; HOSA, Inc. Bylaws; HOSA Bylaws; Policies and Procedures;* and, the *National HOSA Handbook*.

Each chartered state association identifies a HOSA, Inc. Designee. HOSA, Inc. meets twice annually (December and June). HOSA, Inc. elects a Board of Directors to manage the affairs of the national organization. Board members are elected at the June meeting, held in conjunction with the National Leadership Conference (NLC).

Board of Directors. HOSA, Inc. is managed by a 33-member Board of Directors (22 voting members and 11 ex-officio non-voting members). Recognizing the value of students involvement on the Board, **31% of the voting members are students**. The HOE-HOSA PARTNERSHIP is strengthened by representation from all major HOE professional organizations, including: HOE Division of AVA; National Association for State Administrators of the Health Occupations Education (NASAHOE); National Association of Health Occupations Teachers (NAHOT); and Association of Health Occupations Teacher Educators (AHOTE). The Board truly reflects the diversity of Health Occupations Education with Board positions assigned to: HOSA, Inc. designees; HOSA state advisors; HOSA local advisors; HOE teacher educator; HOE students; HOSA alumnus; and two (2) health care industry representatives.

Executive Committee. Throughout the membership year, the Executive Committee acts when the Board is not in session. The Chairman of the Board is the Chief Executive Officer of the national organization. Other officers of the Board are Chairman-Elect and Secretary. The National HOSA President and the President-Elect serve on the Executive Committee. The Immediate Past Chairman also serves on the Executive Committee to maintain continuity of leadership.

Standing Committees. Projects of the Board are conducted by the standing or ad hoc committees as needed. The chairmen for the standing committees must be members of the Board of Directors. Committee members are appointed by Board Chairman usually from the committee chairman's state or region.

HOSA, the student organization, consists of state associations, local chapters and members. Members affiliate through a local chapter in a chartered state. There is a provision in the Bylaws that allows chapters and their members to affiliate on an at-large basis if a state is not currently chartered by the national organization. All HOSA members must be members of both the state and national organizations. The annual affiliation fee is only $4 per members.

Delegate Assembly. State associations of HOSA shall exercise their membership voting privileges through voting delegates. The Delegate Assembly meets annually during the National Leadership Conference.

Executive Council. The Delegate Assembly elects national officers to represent and lead the organization throughout the membership year. The Executive Council is composed of all national officers. The President-Elect succeeds to the office of National President after one membership year. The following officers are elected annually:

- President-Elect (Secondary or Postsecondary Member)

Secondary Vice Presidents

- Eastern Region VP
- Central Region VP
- Southern Region VP
- Western Region VP

Postsecondary Vice Presidents

- Eastern Region VP
- Central Region VP
- Southern Region VP
- Western Region VP

Members-at-Large to the Board

- Secondary Member-at-Large
- Postsecondary Member-at-Large
- Collegiate Vice President

Headquarters Staff. The staff is provided by the management firm under contract by the HOSA, Inc. Board of Directors. Since the firm is located in the Dallas-Ft. Worth Metroplex, HOSA is headquarters in the firm's facility located immediately south of the DFW Airport. Visitors are always welcome to tour the national headquarters. The Executive Director of HOSA is Dr. Jimmy G. Koeninger. Other HOSA staff members are: Karen Elias, Associate Director; Susan Parker, Director of Marketing; Sharen Benavides, Coordinator of Competitive Events; Raelyn Nye, Typist; and Sharon Griffeth, Support Services

For more information, contact:

HOSA Headquarters
P.O. Box 610755
Dallas/Fort Worth Airport, TX 75261-0255
(800) 321-4672 (outside Texas)
(827) 354-5047 (in Texas)

Chartered State Associations

The following states have received HOSA charters: Alabama, Arkansas, California, Colorado, Delaware, District of Columbia, Florida, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Nebraska, North Carolina, New Hampshire, New Jersey, New Mexico, New York, Oklahoma, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Utah, Virgina, and Wisconsin. Chapters-at-Large have been accepted from Arizona, Georgia, Idaho, Massachusetts, West Virginia and Ohio.

States who wish to join the HOE-HOSA PARTNERSHIP should contact the HOSA Headquarters and express their interest in forming a state association. There is no charter fee for affiliating with HOSA. Active status is achieved when a state association has a minimum of five (5) active local chapters. **The ultimate goal of the leadership of HOSA is to unify Health Occupations Education using one vocational student organization — HOSA.** HOE and HOSA will benefit from "strength in numbers." Join the HOE-HOSA PARTNERSHIP!

III. The Goals of HOSA

From the local chapter, to the state association and to the national organization, Health Occupations Students of America is guided by several goals. By achieving these goals, HOSA will fulfill its mission. The goals that HOSA believes are vital to its members and the health care delivery system are:

1. To promote physical, mental and social well-being;
2. To develop effective leadership qualities and skills;
3. To develop the ability to communicate more effectively with people;
4. To develop character;
5. To develop responsible citizenship traits;
6. To understand the importance of pleasing oneself, as well as being of service to others;
7. To build self-confidence and pride in one's work;
8. To make realistic career choices and seek successful employment in the health care field;
9. To develop an understanding of the importance in interacting and cooperating with other students and organizations;
10. To encourage individual and group achievement;
11. To develop an understanding of current health care issues, environmental concerns and survival needs of the community, the nation and the world
12. To encourage involvement in local, state and national health care and education projects.

The chapter advisor should review the goal statements and determine how best each goal can be accomplished. This unit will suggest an array of activities that can be used to achieve the goals of HOSA. Those students who take advantage of all activities available to HOSA members will be well prepared for entry and advancement in the health care profession.

IV. Establishing a HOSA Chapter

Please review the entire chapter affiliation process before you continue. If you have questions about any aspect of the process, please contact the HOSA Headquarters at its toll-free number: (800) 321-HOSA or (817) 354-5047 (in Texas).

Step #1 Secure a copy of the following materials to affiliate your HOE program with Health Occupations Students of America.

a. **Chapter Affiliation Application** — contact HOSA Headquarters if additional applications are needed for multiple chapters or supplemental memberships.

b. **HOSA HANDBOOK** — available from HOSA Headquarters.

c. **HOSA: LEARN, GROW, AND BECOME** — a curriculum package (with teacher's manual and a student workbook) that will help integrate HOSA into the HOE classroom. For more information, call toll-free (800) 654-4502 or (800) 522-5810 (in Okla.) or write CIMC, 1500 West Seventh Avenue, Stillwater, OK 74074-4364.

Step #2 Contact the HOSA State Advisor and indicate your interest in affiliating your school/college and students with the state association and national organization. The state advisor is an excellent source of information regarding state and national activities, projects, meetings and services available to chapter advisors and members. Please contact HOSA Headquarters if you need the name and telephone number of your state advisor. (If your state does not offer a state association, your chapter may affiliate directly with the national organization.)

Step #3 Decide which method your institution will use to organize one or more HOSA chapters.

a. **Classroom-based chapter** — A HOSA chapter is formed for each class of five (5) or more students. This is a preferred method in institutions where students are unable to meet together regularly. For example, a vocational center might offer an HOE program in the morning, afternoon and evening. The instructor could organize multiple chapters that will conduct their business meetings and activities independent of each other; HOSA Chapter #1 (morning); HOSA Chapter #2 (afternoon); and HOSA Chapter #3 (evening-adult). Each chapter elects an officer team and develops its program of work. For large projects, chapters can collaborate. Business meetings and programs can be held during class time since HOSA is "curricular" and not "extracurricular."

b. **Instructor-based chapter** — A chapter is formed by one instructor for all students enrolled in his/her classes. While chapter meetings with all students may be difficult to schedule, individual classes can form in-class committees to plan and organize projects and activities. Each class can elect a vice president (class representative) that serves on a HOSA Chapter Council, the steering committee for the chapter.

c. **Institution-wide chapter** — A single chapter is formed for all students in all classes regardless of the number of instructors. This is the preferred method for post high school institutions (community colleges, technical schools and four-year colleges) where multiple courses are offered by multiple instructors. If this method is adopted, every effort must be made to get 100% active involvement by all students and instructors.

Step #4 Contact local school/college officials (e.g. activity directors, Dean of Student Activities) and make certain all information is properly submitted and on file. (A sample constitution for a HOSA chapter is available in the *HOSA HANDBOOK*.)

Step #5 Review the instructions for completing the Chapter Affiliation Application on the backside of the pink copy of the form. The application is available from the HOSA Headquarters. **Please give special attention to the following guidelines.**

a. Affiliation fees ($4.00 per member) for all fall semester students must be received by HOSA on or before January 1 of the membership year.

b. Affiliation fees for students who enroll after January 1 must be received by HOSA on or before March 1 of that same year.

c. Students who do not affiliate by the appropriate date shall be ineligible to participate in the HOSA Competitive Events Program or seek national office.

d. National competitors must be affiliated with the national organization **prior to their state conference** to be eligible for participation at the National Leadership Conference.

e. All state members are to be affiliated with National HOSA.

f. Do not mix membership divisions on one application. If you serve more than one division (secondary, postsecondary, collegiate), request additional applications from the HOSA Headquarters.

g. Each chapter must have at least one dues-paying advisor. List the chapter advisor as a professional member.

h. Chapters may pay their total fees by check or purchase order. HOSA will bill the school or chapter. Payment must be received within 30 days of the stated deadlines (January 1 and March 1) for the chapter to remain in good standing.

i. Affiliation fees for postsecondary students who enroll in a program after January 1 must be received by HOSA on or before March 1. These students are members until December 31 of the same year.

j. If your chapter was affiliated during the previous membership year, make certain to apply the peel-off address label on your envelope to the affiliation application (#15.0 address label). In doing so, it will be much easier for HOSA to track the membership record for your chapter. If the peel-off address label is not provided but your chapter was previously affiliated in good standing, please indicate your correct national charter number on the affiliation application (#5.0-chapter affiliation status) to expediate the processing of your application.)

Step #6 Review the member services provided by Health Occupations Students of America.

a. **National Organization**. Founded in 1976, HOSA provides an array of services and support to its chartered states and affiliated chapters and members. The maintenance and expansion of the national organization provides maximum visibility for Health Occupations Education and the health care industry. Greater visibility attracts attention and support for the organization (HOSA) and the instructional program area (HOE). Vocational Agriculture students benefit greatly from the visibility provided by National FFA Organization.

b. **National Competitive Events Program**. The competitive events program should be used by a chapter advisor to motivate HOE students to prepare for competition at district, state and/or national conferences. HOSA does not provide competitive events for competition's sake. Rather, HOSA provides a national program as means of recognizing those students who pursue excellence by preparing for competition and having the determination to attend a conference—district, state and/or national—and demonstrate those competencies gained through the HOE classroom. The Competitive Events Committee, working with Technical Advisory Committees, is constantly reviewing the national events to provide members and advisors with the most comprehensive and modern competitions available to HOE students. The current events include:

Category I—Health Occupations Related Events

1. Dental Spelling
2. Dental Terminology
3. Extemporaneous Health Display
4. Medical Spelling
5. Medical Terminology
6. Standard First Aid/CPR

Category II—Health Occupations Skill Events

7. Dental Assisting
8. Medical Assisting—Clerical
9. Medical Assisting—Clinical
10. Medical Laboratory Assisting
11. Nursing Assisting
12. Practical Nursing
13. Surgical Technology
14. Advanced Nursing
15. Dental Laboratory Technology

Category III—Individual Leadership Events

16. Extemporaneous Speaking
17. Job Seeking Skills
18. Prepared Speaking

Category IV—Team Leadership Events

19. Community Awareness Project
20. HOSA Bowl
21. Parliametary Procedure
22. Outstanding HOSA Chapter

The Competitive Events Committee is constantly screening new event requests and recommendations. Events which are currently being demonstrated or piloted include:

23. Opticianry
24. Respiratory Care
25. Veterinary Assisting

c. **National Recognition Program**. A variety of opportunities are available for all HOE-HOSA Partners to be recognized for their leadership and technical health occupations skills. HOSA is currently seeking national sponsors for national competitive events and projects. The first national sponsor was the American Hospital Association.

d. **National Leadership Conference**. In June, the National Leadership Conference is held annually to recognize outstanding performance in leadership and competitions. While at the NLC, members and advisors are provided opportunities to learn about current health care issues. During the national conference, the leadership of HOSA, Inc. and HOSA meets and elects new representatives and officers. The National Leadership Conference is not only the capstone of the year for the students and instructors in attendance, it is the spark for the new membership year. All HOSA members in good standing are eligible to attend the National Leadership Conference if approved by their state association and local chapter. Sites for future conferences are:

1989	Salt Lake City, Utah
1990	Orlando, Florida
1991	Dallas, Texas
1992	California
1993	Nashville, Tennessee

e. **National Publications** — The *National HOSA Handbook* is the primary document needed by all chapters and state associations. Other publications and visual products are available to integrate HOSA into the HOE classroom and to organize and develop an effective local chapter and state association. Regular mailings are sent to state leaders and chapters, including: *HOSA Magazine, HOSA Leaders' Update,* and *Vision*. A variety of video presentations are available and under development. A current list of publications (print and video) is available upon request from the HOSA Headquarters.

f. **Emblematic Services**. The HOSA, Inc. Board contracts with Balfour Supply Service to provide the HOSA Supply Service. A current catalog is available from the HOSA Headquarters.

g. **HOSA Travel Service.** This service is provided under a contractural arrangement with a local travel service in the NLC host state. State associations are encouraged to use the service since the official airlines for the conference, Delta and American Airlines, can provide a 5% discount below the best discount fare available if booked through the HOSA Travel Service.

h. **Scholarships**. HOSA members are eligible for the Lois G. Graham Scholarship. Additional sponsors are being sought to expand the scholarship program.

i. **National HOSA Foundation**. States may channel donations through the National HOSA Foundation and provide donors with a tax-deductible contribution. The goal is for the Foundation to secure funds that can be used for state and national probjects.

Step #7 Solicit membership fees from all HOE students or hold a fund-raising project to pay the affiliation fees for all members and advisors. **Special recognition is given to 100% chapters at the National Leadership Conference and in the NLC Program**. If you are a 100% chapter, you will receive a recognition certificate along with your membership cards.

Step #8 Submit the initial application promptly to avoid deadline conflicts. Be among the first one hundred chapters that submit chapter applications to HOSA and you'll receive a certificate as a **HOSA-100 Club Chapter**. HOSA-100 Club Chapters are also recognized in the Spring issue of the *HOSA MAGAZINE*.

Step #9 Submit supplemental applications when students enroll in the HOE program. **Supplemental applications are accepted until March 1**.

Please be aware that substitutions are not allowed. Membership cards cannot be transferred to other students once they are issued.

Step #10 Get students actively involved in local, state and national activities through attendance at:

a. Local chapter meetings.

b. Local committee meetings.

c. District or state officer training meetings (if available).

d. State Leadership Conference (review the competitive events and workshops in which members can participate).

e. National Leadership Conference (held in June each year).

Step #11 Develop a meaningful program of work that includes the following types of activities:

a. Leadership development.

b. Community service.

c. Social and recreational activities.

d. Professional development

Step #12 Adopt a budget and identify fund-raising projects that can generate sufficient revenue to support the student-developed program of work.

Step #13 Receive the chapter affiliation packet from HOSA Headquarters that includes:

a. Current membership cards.

b. 100% Affiliation Certificate (if qualified).

c. HOSA-100 Club Certificate (if qualified).

d. HOSA LEADER'S UPDATE (Fall issue).

e. HOSA Charter (new chapters only)

f. HOSA promotional Poster.

g. Assorted other materials and other mailings

Step #14 Prepare students to participate in the HOSA Competitive Events Program. Contact your state advisor for the dates for district, state and national competition.

Step #15 Hold fund-raising projects to sponsor all students who qualify to attend the National Leadership Conference in June. Funds permitting, at least one student should apply to attend the **NLC Leadership Academy**, held in conjunction with the NLC Competitive Events Program. The Leadership Academy will be an excellent training program for students who will return and be chapter leaders the next school year.

Step #16 Develop, practice and refine leadership skills in the HOSA chapter.

Step #17 Hold chapter meetings in the summer for next year's members and alumni to maintain momentum and enthusiasm for the next year.

Step #18 Receive the initial chapter affiliation application in late August or early September and begin the process of leadership development with your students. Contact HOSA headquarters if you do not receive the Chapter Affiliation Application by mid-September.

V. The HOSA Advisor

If you've never been involved with a vocational student organization (VSO), you may not fully realize the "power" than an active HOSA chapter has in **motivating, inspiring** and **rewarding** your students. HOSA is one of the youngest VSO's and the smallest in membership. It takes time to build a dynamic organization that is equal to a National FFA Organization (450,000 members), a Future Homemakers of America (350,000 members) or a Distributive Education Clubs of America (200,000 members).

If you are a new advisor and are taking over an existing HOE program, it is recommended that you:

1. Contact the HOSA state advisor to determine the success of past chapters in the school.

2. Review documents that guide the organizaion.

   a. Local documents:

      (1) Chapter constitution and bylaws
      (2) School activity guide
      (3) Vocational policy manual

b. State documents:

  (1) State constitutions and bylaws
  (2) State association guide
  (3) State vocational policy manual
  (4) State student activity guidelines

c. National documents:

  (1) HOSA, Inc. Bylaws
  (2) HOSA Bylaws
  (3) HOSA Policies and Procedures Manual
  (4) HOSA HANDBOOK
  (5) Promotional and information brochures

3. Contact key people and discuss the strengths of the organization as well as areas for improvement.

a. Local contacts:

  (1) Past HOSA members
  (2) Past chapter officers
  (3) Principal, Activity Director or Dean of Students
  (4) Department Head or Vocational Director
  (5) Chapter parents
  (6) Active alumni
  (7) Community leaders, especially in the health care industry

b. State contacts:

  (1) HOSA State Advisor
  (2) Other HOSA advisors
  (3) State officers

c. National contacts:

  (1) Headquarters staff
  (2) National President or Executive Council members
  (3) Chairman of the HOSA, Inc. Board or board members
  (4) Committee chairmen

4. Review materials that give insights into the organization.

a. Past issues of local, state and national newsletters and magazines

b. Past articles in newspapers

c. Yearbooks of the institution

d. Chapter scrapbooks

5. Identify key people in the community who are willing to support the HOE-HOSA Partnership.
    a. Trade and professional organizations
    b. Civic and social organizations
    c. Leading health care employers
    d. Government agencies related to health care
    e. Political leaders (city, county, state and national)
    f. Parents (especially those in the health care industry)
6. Conduct a planning session prior to the start of school and bring together all those individuals who will support the HOE-HOSA Partnership. In this planning session, you are looking for persons who want to get involved in:
    a. Classroom training
    b. Fund-raising projects
    c. Acquisition of equipment, materials and supplies
    d. Educational projects
    e. Community and civic projects
    f. Public relations activities
7. Conduct a planning session with your students to determine those who wish to get actively involved in the HOE-HOSA Partnership. While all students will benefit from partnership (chapter) activities, some students will seek leadership roles while others will be active followers. It takes leaders and followers to build a strong chapter.
8. Explain the role of the chapter advisor to your students. Your responsibilities are to:
    a. Integrate HOSA programs and activities into the classroom to enrich the occupational training necessary to succeed in a health care career;
    b. Serve as a resource regarding the HOSA organization, programs, activities, opportunities and procedures;
    c. Help the chapter affiliate with the state and national organization;

d. Make certain that affiliation fees are submitted as required to assure eligibility to compete and run for a state or national office;

e. Facilitate leadership training for chapter officers and members;

f. Help students organize and maintain an active chapter;

g. Encourage all students to get involved in chapter activities;

h. Provide opportunities in class to conduct chapter activities and business meetings;

i. Help the chapter develop a program of work that builds upon and enhances classroom training;

j. Assist the chapter in evaluating individual and team performance in accomplishing the program of work;

k. Keep members informed as to local, district, state and national programs and activities and guidelines;

l. Provide adult sponsorship and leadership when needed;

m. Encourage members to keep the public well-informed as to chapter activities and accomplishments;

n. Get HOSA activities on everyone's calendar to avoid schedule conflicts;

o. Explain and promote the HOE-HOSA Partnership to the public;

p. Encourage the chapter to support other organizations and their activities;

q. Utilize a health care industry advisory group and a parents' group for support and feedback to the chapter;

r. Encourage chapter members to accept district, state and national responsibilities;

s. Encourage chapter members to participate in HOE-HOSA programs, activities and conferences;

t. Work closely with the state advisor to submit the affiliation application and fees in an organized and timely manner;

u. Adhere to guidelines regarding participation in district, state and/or national conferences, competitive events and running for elected office;

v. Motivate the chapter to participate in national visibility campaigns like the Children's Miracle Network Telethon;

w. Chaperon your chapter at all functions;

x. Cooperate with the state advisor and HOSA Headquarters staff as called upon;

y. Encourage students to seek recognition through the competitive events program and officer elections;

z. Guarantee all students have equal opportunities in participating in the HOE-HOSA Partnership and achieving success;

aa. Seek innovative ways to integrate HOSA into the classroom and curriculum; and

bb. Provide the health care industry with technically qualified workers who have developed, practiced and refined their leadership and followership skills.

The strength of a VSO, such as HOSA, is at the chapter level. Without active chapters and strong state associations, HOSA would not exist. Without a national organization, however, it would be difficult, if not impossible, for local chapters and state associations to leverage the resources needed to develop the support system provided by HOSA, Inc.

HOSA exists because the parts (chapters, states, advisors, members, etc.) are pulling together to achieve common goals. "The total is greater than the sum of the parts." The HOE-HOSA Partnership is truly "synergistic." We can accomplish much more together than we can separately. That same atmosphere must exist within the local chapter. Members working together (in a chapter) can accomplish more than individuals working independently. The HOSA advisor will be called upon to help members and the organization achieve a synergistic impact.

VI. The Chapter — A Leadership Laboratory

The HOSA Chapter is actually a "leadership laboratory." In academic subjects, labs are used to test and reinforce scientific theories and principles. In health occupations programs, the HOSA chapter is the lab in which the chapter advisor can test and evaluate the student's ability to serve in future followership and leadership roles as a worker in a health care system.

Early studies determined that leadership in high school and college was "predictive of later leadership in adult business and social activities." It was further found "that leadership in extracurricular activities was more highly related to various criteria of adult success than were scholarship or academic achievement." In other words, "leadership rather than scholarship was the best predictive of later leadership." (Base, 1981) Why the enthusiasm and encouragement to integrate HOSA into the HOE classroom and curriculum? **Active participation in a well-organized HOSA Chapter works!** The advantages are even greater when students access state and national HOSA programs, activities and conferences. Leadership skills gained through active participation in a HOSA chapter are the first steps the HOE student takes toward success in adult life

VII. Leadership Development Tools

Numerous "tools" are available to the chapter advisor to develop, practice and refine leadership skills. As a HOSA member, students have opportunities to:

1. Affiliate with Health Occupations Students of America;
2. Participate in chapter meetings as a member or officer;
3. Serve on committees as a chairman or member;
4. Seek elected office (local, state or national) and, if elected, serve as a goal-directed, member-oriented leader;
5. Develop a meaningful program of work and realistic budget;
6. Accept responsibility for a chapter project or activity;
7. Evaluate the success of a chapter project or activity;
8. Select and enter a competitive event as a means of improving selected vocational skills and seeking recognition at state and national conferences;
9. Invite, brief and host a guest speaker at a chapter meeting;
10. Deliver presentations to civic, professional, student, social, educational and/or fraternal organizations;
11. Serve as a mentor to a new chapter member or officer;
12. Participate in officer training and leadership development workshops;
13. Conduct officer training and leadership development workshops for other students;
14. Participate in district, regional and national workshops, meetings and conferences;
15. Conduct initiation and installation ceremonies for other chapters;
16. Participate in fund raising projects to understand the challenges faced in generating sufficient revenue to finance the chapter;
17. Work closely with the chapter advisor and membership to encourage 100% participation in all chapter activities and projects;

18. Invite and introduce guests at chapter activities;

19. Counsel with new members as to how best to take full advantage of HOSA affiliation at local, state and national levels;

20. Report VSO activities and achievements to support groups, i.e. school board and administration, advisory committee, employers, legislators, community leaders and organizations;

21. Prepare news releases to promote and inform others about the program, the VSO and the members;

22. Serve on advisory groups seeking student participation and input;

23. Prepare written or audio-visual presentations that promote vocational education;

24. Participate in social and recreational activities; and

25. Seek feedback from members and the chapter advisor as to how leadership skills might be improved.

VIII. Instructional Techniques

Several techniques are used by chapter advisors to integrate HOSA into the classroom. The following techniques are offered to stimulate interest in using HOSA as as instructional tool for preparing a competent work force for the health care system.

1. **Review professional oaths.** When presenting the history of medicine, discuss the significance of the following oaths:

   a. Hippocratic Oath
   b. Declaration of Geneva
   c. Nightingale Pledge
   d. HOSA Creed

   Encourage students to learn the HOSA Creed. Provide incentives to those students who recite the creed correcty when called upon.

2. **Elect chapter officers**. Students should be given opportunities to make decisions and to see the consequences of those decisions. Members need to elect a leadership team to guide their class and chapter. While some members serve in leadership roles, all members are able to witness first-hand the challenges that face elected leaders and their followers. The HOSA chapter experience can be likened to the "health care team" that must work together to achieve a common goal—quality health care.

When the chapter advisor uses the officer team to facilitate classroom functions, it will be much easier for students to see the curricular nature of the HOE-HOSA Partnership. The officer team should be as concerned and involved with classroom activities as it is with HOSA chapter activities.

Class and/or chapter officers can be used in a variety of ways:

a. Call the class to order and announce the objectives to be accomplished that day. (President or Vice President)

b. Take roll call, prepare absentee slips and keep records. (Secretary)

c. Maintain all financial records including receipt of monies, disbursements, issuance of checks, payment of accounts payable, etc. (Treasurer)

d. Monitor class protocol and member behavior and, when necessary, teach members the fundamentals of parliamentary procedure. (Parliamentarian)

e. Prepare bulletin boards and posters to create a positive learning environment. (Historian)

f. Prepare articles and news releases for school and local newspapers. (Reporter)

3. **Establish committees**. To give most, if not all, students the opportunity to practice leadership skills, the chapter can establish standing and ad-hoc committees to achieve the program of work. Those students who were not elected chapter officers should be asked to chair a committee. The committee structure will encourage greater student involvement since more members (not just the officers) will feel a greater **sense of ownership** in the chapter.

4. **Use parliamentary procedure**. The proper use of parliamentary procedure enables a group to arrive at a decision in an orderly manner. All members are provided the opportunity to state their opinion on an issue. Parliamentary procedure promotes a team spirit, demonstrates cooperation, builds group harmony and provides a structure for discussion and decision making in a group. Parliamentary procedure recognizes the will of the majority in regulating the actions of all versus the will of the few regulating the total.

5. **Prepare a chapter newsletter**. Chapter newsletters achieve several teaching objectives, including: development of basic communication skills; dissemination of news to the total membership and support groups; reinforcement of major topics presented in the classroom; development of ownership and pride in the organization; and an official record of the success in integrating the HOE-HOSA Partnership into the classroom and curriculum. All members should be asked to contribute articles to the newsletter throughout the year.

6. **Emphasize professional dress and grooming.** Personal and career success is enhanced by good grooming and professional dress. By rewarding good habits while in school, members will achieve greater success when competing for entry-level positions and career advancements. A dress-up day is a positive image builder for the HOSA chapter and will raise the visibility of the HOE program and health care careers among all students.

7. **Sponsor field trips.** Chapter members should identify and select the health care facilities they wish to visit during the membership year. After decisions are made, chapter members should be appointed (by the President) to contact and coordinate the field trips.

8. **Attend civic, professional or trade meetings.** By representing HOSA at such meetings, other groups will realize the professionalism and desire of the HOSA members to prepare themselves for future leadership responsibilities. In getting involved in civic, professional and trade meetings while in school, members will be less reluctant to do so as health care workers. Observations at these meetings can be discussed at chapter meetings to share the experiences with those students unable to attend.

9. **Interview health care leaders.** Assign students the responsibility to interview selected health care leaders and to share their findings with all students. The interviewers can develop a questionnaire to guide the interview.

10. **Sponsor a blood pressure screening clinic.** In this activity, members are able to develop, practice and refine a variety of skills, including: organizational and planning skills; communications skills; supervisor skills; technical skills; people skills; and, evaluation skills. Members are responsible for organizing the project; securing a place to conduct the clinic; developing a promotional plan; preparing an advertisement or article for the newspaper; preparing promotional posters; scheduling members to work the clinic; conducting professional blood pressure screenings; etc.

11. **Prepare an extemporaneous talk.** Health care workers must be able to organize their ideas and express them whenever called upon. The development of good communication skills will enhance the career advancement of HOE students. Those students who enjoy extemporaneous speaking should review the guidelines for the HOSA competitive event called "Extemporaneous Speaking."

12. **Prepare a talk for a community group.** What better way to develop, practice and refine communication skills than to prepare a talk and present it to a group. The fear of speaking in public is usually ranked the #1 fear by most people. Those who achieve success in the health care industry will be those who develop strong communication skills to complement their outstanding technical skills. "Prepared Speaking" is a competitive event available to HOSA members who want to refine their communications skills.

13. **Participate in mock job interview.** Entry into any industry requires good interviewing skills. By participating in mock interviews (as either the interviewer or job applicant), members will be more successful in actual job interviews. The most talented job interviewers should enter the HOSA event called "Job Seeking Skills."

14. **Participate in HOSA Bowl competition.** The "HOSA Bowl" competitive event is an excellent tool for reviewing classroom learning. The team nature of the event encourages students to work together to achieve success. The HOSA Bowl builds enthusiasm among the "teams" and demonstrates the positive effects of competition. The most successful HOSA Bowl players should represent the chapter in district/state competition.

15. **Conduct a community awareness project.** The community awareness project, a comprehensive HOSA team leadership competitive event, provides members with the opportunity to take a more intensive look at a critical health care issue. While classroom training builds a strong knowledge base, this project encourages linkage with the health care industry by organizing a Health Awareness Council to guide the project. By forming multiple project teams, all students can work on a project. If issues are selected and coordinated, the projects can encompass a variety of issues that fit the curriculum. The project presentations can first be given in class to refine them. The oral presentations (with audio-visual documentation) can be given at special events, i.e. a program for a civic or trade group, an open house, or a school function. The rating sheets in the HOSA HANDBOOK can be used to evaluate all projects and identify the project that will represent the chapter in district/state competition.

16. **Participate in a homecoming parade.** This is an excellent activity to develop and reinforce the importance of working together in a cooperative manner. The steps in building a float for the homecoming parade include: identifying the theme for the parade; brainstorming the kinds of floats that could be built to emphasize the theme; selecting the most appropriate design for the float; securing the resources needed to build the float; determining what talents are needed; recruiting members to help design, build and decorate the float; scheduling members to work; and, completing the project within the time parameters.

17. **Giving a party for handicapped children.** Activities of this type will enhance the sensitivity of the students toward special populations. In addition to the good feelings in serving these children, your student will be able to plan, organize, coordinate and evaluate the activity. This activity emphasizes the importance of the health care team working together to serve the needs of others.

18. **Assisting in a blood donor drive.** This is an activity that uses the technical training in the classroom and provides a worthwhile service to the community. The organizational and technical skills of the students—collectively and individually—can be evaluated through such activities.

19. **Collecting funds for the Children's Miracle Network Telethon (or other community-based campaign).** The Children's Miracle Network Telethon is an ideal project for HOSA for several reasons:

    a. Many HOE students may eventually seek employment with a children's hospital affiliated with the Telethon. Having worked with the Telethon will be a plus for HOSA members competing with other applicants for the same job.

    b. HOSA is the only VSO involved with the Telethon. If HOSA does its part, the Osmond Foundation will allow HOSA an exclusive sponsorship. Other VSO's are involved with the March of Dimes, Muscular Dystrophy Association and other worthy fund-raising efforts; however, it is to HOSA's advantage to be the only student organization involved in the Children's Miracle Network Telethon.

    c. HOSA members become better acquainted with the health care field, especially with career opportunities in acute care hospitals.

    d. The Osmond Foundation is willing to provide promotional tools to HOSA to help improve our national visibility.

    Participating chapters are eligible for the Osmond Foundation Award of Merit. The HOSA chapter is encouraged to submit a project report to HOSA according to national guidelines. The guidelines will be provided to interested chapters upon request.

    A national officer will appear on the Telethon if HOSA reaches its $100,000 annual goal. The television appearance is only possible, however, if HOSA reaches its fund-raising goal. Please write for the Osmond Foundation Award or Merit Guidelines and the name(s) of the Children's Hospital in your community or state.

20. **Other HOE-HOSA Partnership projects include:**

    a. Collect food and distribute food baskets to the needy;

    b. Participate in a city-wide clean-up campaign;

    c. Provide, decorations in a pediatric unit at a local hospital;

    d. Sponsor CPR classes for young people and parents;

    e. Assist in chemical abuse programs;

    f. Help with the Special Olympics;

    g. Answer telephones on a local telethon;

    h. Be a pen pal with a mentally handicapped person;

i. Adopt an elderly person or couple and be attentive to their needs; and

j. Assist with activities at a nursing home.

IX. Integrating Competitive Events into the Classroom Laboratory

Your students will have the competitive edge as they enter the health care profession if you recognized the instructional and motivational power of the HOSA Competitive Events Program. Using the guidelines and rating sheets in the HOSA HANDBOOK, your students are provided simulated activities (procedures) to develop, practice and refine their technical and leadership skills. The rating sheets developed by a National Technical Advisory Committee are valuable instructional resources because they help students to identify the elements of a successful procedure and to judge their performance against fixed standards.

HOSA does not invest its resources in developing and maintaining the most comprehensive competitive events program available to health occupations students just for "competition's sake." The mission of HOSA is not achieved by a student winning in local, district, state or national competition. The goal is not the trophy or the medallion given to those with the highest ratings. The ultimate mission is to provide a qualified labor force that can deliver quality health care to all people. HOSA can help you attract more students to the health care industry and encourage excellence in individual and team performance. In the tradition of the Olympics, you get the best from yourself when you give the best of yourself. Grades alone may not motivate your students to give their very best.

Competition—local, district, state and national—is a vehicle that can be used to motivate and inspire students to give their very best. You can use the chapter as a motivational device to encourage members to prepare themselves for competition. Outside qualified judges should be invited into the classroom (or to a special one day event) to determine which students should represent the chapter in district or state competition. You'll be amazed at the additional effort that will be given by the event representatives once they realize they are representing the entire chapter not just themselves. The chapter delegation will work much harder as they strive to benefit the "chapter team."

The competitive events program is a curricular tool that can also mold the chapter together as they strive to achieve a common goal. To the student, the goal may be to win the events and to successfully represent their chapter. To the chapter advisor, your desire to integrate HOSA into the HOE classroom is to provide quality health care. The competitive events program is a tool to help you achieve the ultimate mission of the HOE-HOSA Partnership.

Competition also prepares your students for the highly competitive and demanding health care profession. A "service attitude" is no longer enough to guarantee success in the health care system. Graduates of health occupations programs must have a competitive spirit if they are to advance in their chosen career. HOSA provides your students with a better understanding of competition—individually and collectively.

Please study Section B of the HOSA HANDBOOK for a better understanding of the HOSA Competitive Events Program. The event guidelines and rating sheets can be easily integrated into your curriculum and classroom activities. The impact of the competitive events program will be even greater if you:

1. Encourage all students to participate in local classroom competition;
2. Assign students to event teams to practice and rate each other on the procedures to be tested;
3. Ask students to use the event guidelines in demonstrating competency;
4. Use the rating sheets to assess competency;
5. Facilitate class discussion to critique the event rating sheets to better understand what standards are required;
6. Ask students to develop procedures that should be tested in Nurse Assisting or other similar events. Along with the new procedures, students should develop ratings sheets for evaluative purposes;
7. Invite outside judges to the classroom to determine which students will represent the chapter in district or state competition;
8. Prepare news releases announcing the delegation that will represent the chapters in district and/or state competition. Coverage of this type will build the enthusiasm of the delegation and promote HOSA and health care careers to other students in the school;
9. Provide the chapter delegation with additional practice and training to improve proficiency in their respective events;
10. Secure the current edition of the HOSA HANDBOOK (Section B). Since event guidelines are constantly updated, it is your responsibility to provide an updated copy of the HANDBOOK for all students;
11. Read the conference and event guidelines thoroughly to ensure that none of your students are disqualified from competition due to a technicality or an unfortunate oversight by the student or you;
12. Invite past chapter competitors to the class or chapter meeting to describe the conditions under which competition was held. The more your students know what to expect, the higher their ratings will be. A basic principle to remember in competition—"don't allow your students to be surprised";
13. Review an event checklist with each representative to determine if they have everything they need to compete successfully with minimum anxiety. Consideration should be given to:
    a. Dress code;
    b. Rules and procedures;
    c. Equipment, materials and supplies;

- d. Event location and facilities;
- e. Rating sheets;
- f. Event schedule;
- g. Event conditions, i.e. how long to wait (some event waiting time is lengthy), meal arrangements, transportation alternatives, etc.
- h. Circumstances that lead to disqualification;
- i. Judging process;
- j. Types of awards given; and
- k. Protocol followed in the awards session.

14. Build your student's confidence by providing them with total information about the conference and the event in which they are participating. If you are a new advisor, talk with those who have participated in competitive events in the past, i.e. alumni, other chapter advisors or the state advisor;

15. Debrief the competition with the student after the event concludes. Keep the debriefing on a positive note rather than a negative one. Don't allow the student to be disappointed with his or her performance. Accentuate the positive not the negative. Don't find fault with the event guidelines, the facilities, the judges or the event personnel. If you have suggestions as to how the event can be improved, there is a system that encourages constructive feedback to the Competitive Events Committee;

    The purpose of the event was fulfilled even before the competition began. The ultimate goal was to help the student develop, practice and refine their skills. The competitive events program allows students to demonstrate their skills in a controlled situation and to be rated against predetermined standards. Competition is not a perfect test but it does provide a snapshot of performance under rigorous conditions. Regardless of the ratings, the student must not believe he or she failed. The real failures are those students who were unwilling to prepare themselves for the competitions. The winners are all those students who gave their very best in representing the chapter;

16. Explain to your students the protocol followed at the awards session. Do not allow students to be embarrassed because they do not know what is expected when their names are called and they must go to the recognition area. If you have questions about the protocol in the session, talk with the state advisor or conference coordinator;

17. Prepare a press release that describes the events and those who represented the chapter/school/city in the competitions. This type of publicity will be a recruitment and motivational device for the next membership year;

18. Display photographs, certificates and school-awarded trophies, plaques and medallions in the classroom to build pride and enthusiasm among chapter members;

19. Ask your students to prepare a written summary of their conference participation and event experiences that can be used by next year's delegation. By building a historical file of this type, students will be better prepared in succeeding years; and

20. Give feedback to your state advisor and HOSA Hadquarters as to how the Competitive Events Program can be improved. Please share your expertise with HOSA as to how you are successfully integrating the Competitive Events Program into your curriculum and classroom.

X. Chapter Program of Work

The program of work includes all those activities in which your members want to be involved. It is important that the program of work be based upon the collective ideas of the total membership. **"Students will support what they help create"** is a valid observation. If the chapter officers or the chapter advisor designs the program of work, the members may not be committed to the activities. By involving all members in the development of the program of work, the activities will receive greater acceptance by the chapter.

Balance is an important quality in evaluating a chapter's program of work. The program of work should provide equal emphasis on the following types of activities.

a. Leadership development activities

b. Social activities

c. Community service activities

d. Career preparation activities

e. Fund raising activities

Chapter activities should be **student-led.** The chapter advisor should help the chapter officers get all members involved. Throughout the year, assignments should be made so that all students are given leadership and followership responsibilities. The HOSA HANDBOOK (Section C) provides additional guidance in designing a chapter's program of work.

XI. State Leadership Conference

All chartered state associations conduct an annual State Leadership Conference (SLC) in the spring. The SLC is a motivational tool that you should use to encourage students to excel. Most students want recognition and HOSA provides numerous opportunities through participating in a competitive event; serving as a voting delegate; seeking an elected state office; and attending the SLC as a delegate. Students who attend the SLC are those that earned the right through chapter participation and individual performance.

The funds to attend the SLC are raised by the chapter or paid by the school system. Delegates attend the SLC in hopes of representing their chapter (and state) at the National Leadership Conference.

To enhance the motivational power of the SLC, members and the advisor should carefully select chapter representatives on the basis of participation and performance. Participation at the SLC should be viewed as an honor and an achievement.

XII. National Leadership Conference

The National Leadership Conference (NLC) is the highlight of the year for HOSA members and advisors—with dynamic general sessions, informative business sessions, nationally known speakers, health care industry tours, competitive events, awards, recognition and much more. The NLC is held annually in June and attracts the very best HOSA members and advisors for four days of testing, learning and recognition.

The purposes of the NLC are to:

a. Provide a variety of educational and social learning activities at a national level for HOSA members;

b. Provide HOSA members the opportunity to share common experiences in leadership development, community service and understanding of their vocational health occupations programs;

c. Provide information about current health care issues and concerns at the local, state and national level in health occupations and the vocational student organizations of HOSA which foster attitudes of good ethical practices and respect for the dignity of work;

d. Provide the opportunity for participation in and recognition of leadership and skill development through competitive learning activities; and

e. Conduct the necessary annual business of the national vocational student organization of the Health Occupations Students of America by the national voting delegates and HOSA, Inc. Board of Directors.

The NLC agenda includes, but is not limited to, the following activities:

Day One

—Voting Delegate Orientation
—Event Participation Orientation
—National Officer Candidate Orientation and Testing
—Opening General Session
—Local and State Advisor Orientation

Day Two

—Event Competition
—National Officer Interviews
—Industry Tours

—Health Care Workshops
—Exhibitors
—HOSA, Inc. Annual Meeting
—Second General Session
—National Officer Candidate Speeches

Day Three

—Event Competition
—Industry Tours
—Health Care Workshops
—Exhibitors
—Third General Session
—National Officer Election
—Social Event (dance)

Day Four

—Recreational Event
—Awards and Recognition Session
—Social Event (dance)

The event winners receive a medallion recognizing first, second and third place. The top ten winners in each event are recognized at the Awards and Recognition Session. National officers are elected and serve until the next NLC.

To enjoy the motivational benefits of the NLC, each chapter should strive to have at least one delegate in attendance at the National Leadership Conference. Press coverage prior to and following the NLC will build the importance of attending. The chapter advisors can use the NLC as a motivational tool to encourage new members to get involved in chapter activities and to develop their leadership and technical skills in hopes of serving as a delegate to the SLC and the NLC.

NLC registration materials are mailed to chapters in good standing in February of each year.

XIII. Essential Elements

The HOE-HOSA Partnership is an excellent vehicle in developing the total person as a member of a future health care team. The HOE-HOSA classroom/chapter laboratory should provide students/members with training/activities/experiences that include, but are not limited to, the following essential elements. HOE-HOSA students/members should be provided opportunities to:

1. Demonstrate skills, characteristics and responsibilities of leaders and effective group members;

2. Demonstrate a knowledge of parliamentary procedures principles;

3. Plan and conduct leadership activities.
4. Prepare for effective citizenship and for participation in our democratic society;
5. Identify employment opportunities and preparation requirements in the chosen field;
6. Identify effective methods to secure employment;
7. Demonstrate effective communication skills both oral and written and follow through on assigned tasks;
8. Demonstrate dependability and punctuality;
9. Demonstrate productive work habits and attitudes;
10. Understand the importance of taking pride in the quality of work performed;
11. Recognize the dignity in work;
12. Develop skills in planning and organizing work;
13. Apply required methods and sequences when performing tasks;
14. Identify ethical practices and responsibilities;
15. Understand the importance of the application of organizational policies and procedures;
16. Identify and apply safe working practices to all training situations;
17. Understand the importance of maintaining good health and proper appearance for effective job performance;
18. Understand oneself and others;
19. Exercise self-control;
20. Accept and use criticism;
21. Recognize basic human relationships as they relate to business success;
22. Demonstrate characteristics for successful working relationships;
23. Explain how management assists in reaching personal and family goals;
24. Explain the management process;
25. Describe the role of management in controlling stress;

26. Identify the role and functions of management;

27. Understand the lines of authority;

28. Identify interpersonal and patient relationships;

29. Describe or practice the elements of a safe working environment and correct body mechanics; and

30. Identify ethical and legal responsibilities of the health care industry.

XIV. Summary

After completion of their health occupations training, graduates are thrust into a highly competitive labor market. Success will be enjoyed by most of those health care providers that possess a "competitive edge." Compared to other programs, health occupations programs have a strategic tool (HOSA) that provides HOE students with the leadership and followership skills needed to achieve higher levels of personal and professional success in adult life.

When implemented properly, HOSA can be a positive force for: increasing program enrollments; gaining program visibility; involving employers; securing commitment of vitally important support groups; motivating students and teachers to higher levels of personal and group performance; recognizing excellence; and providing the means by which personal and career goals become realities for HOE students.

Energize your HOE classroom and curriculum by providing a leadership lab (chapter) in which your students can develop, practice and refine skills that will distinguish them from other health care workers in the labor force. The mission of health occupations education is to provide students with the very best preparation available to enhance their job performance and competitiveness in their chosen profession. If your students are not leadership ready, they may not be as valuable to their future employers. By integrating the leadership skills found in this book into your curriculum, you can provide your students with **that slight edge needed to be competitive in tomorrow's health care system.**